



Arkansas Department of Education

Special Education Unit

0101 : DEWITT SCHOOL DISTRICT

2019 - 20 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2018/2019 School Year)	82.58%	86.72%	73.33%	N	13.39%	↓
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2018/2019 School Year)	1.65%	1.98%	6.34%	N	4.36%	↑
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	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 2018/2019 school year)

29.51%	29.50%	-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

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

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%	0%	<=4.00	Y	N/A	↔
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Required to 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

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

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	30.06%	N	26.88%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	6.29%	Y	N/A	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

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

Indicator 7: Early Childhood Outcomes

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

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

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

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

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

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

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	96.52%	96.45%	87.17%	N	9.28%	↓
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment 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	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

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

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↑

Indicator	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 2018/2019 School Year)	82.58%	86.72%	83.33%	N	3.39%	↓
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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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

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

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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

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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	59.48%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	17.67%	N	5.49%	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	0.43%	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	20.74%	20.74%	N/A	N/A	N/A	■■
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	■■

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

Indicator 7: Early Childhood Outcomes

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

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

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

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

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

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	96.52%	96.45%	75.00%	N	21.45%	↓
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

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

Indicator 11: Child Find

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

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

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

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	90.00%	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 2018/2019 School Year)	1.65%	1.98%	1.49%	Y	N/A	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

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

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=4.00

Y

N/A



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

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Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	13.97%	N	1.79%	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	0.00%	Y	N/A	↔

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LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

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EARLY CHILDHOOD OUTCOMES

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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

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

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■■
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School Age (k-12) Rate	96.52%	96.45%	98.50%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

0.00%	0.00%	>4.00	Y	N/A	↔
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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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

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

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	100.00%	62.50%	N	37.50%	↓
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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

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

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

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

A. Enrolled in higher education within one year of leaving high school.	10.90%	15.80%	8.33%	N	7.47%	↓
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	41.97%	51.49%	33.33%	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.	48.45%	63.26%	33.33%	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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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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	66.66%	N	20.06%	↓
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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 2018/2019 School Year)	1.65%	1.98%	2.89%	N	0.91%	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

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

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

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

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	71.58%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	4.37%	Y	N/A	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

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

Indicator 7: Early Childhood Outcomes

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

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

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

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

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

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	94.93%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

0.00%	0.00%	>4.00	Y	N/A	↔
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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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

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

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	100.00%	85.71%	N	14.29%	↓
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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

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

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

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

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

10.90%

15.80%

N/A

N/A

N/A

■■

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

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

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

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

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

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	67.52%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	5.13%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

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

Indicator 7: Early Childhood Outcomes

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

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

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

Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional

88.70%

91.56%

N/A

N/A

N/A

■■

Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional

63.66%

68.72%

N/A

N/A

N/A

■■

Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills

59.53%

92.38%

N/A

N/A

N/A

■■

Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills

48.27%

61.11%

N/A

N/A

N/A

■■

Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors

90.68%

92.13%

N/A

N/A

N/A

■■

Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors

70.18%

78.40%

N/A

N/A

N/A

■■

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

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

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

0.00%	0.00%	>4.00	Y	N/A	↔
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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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

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

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	69.56%	N	17.16%	↓
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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 2018/2019 School)	1.65%	1.98%	0.71%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%	29.50%	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

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

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%	0%	<=4.00	Y	N/A	↔
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Required to 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

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

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	71.96%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	5.96%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	0.99%	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	20.74%	20.74%	N/A	N/A	N/A	■■
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	■■

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

Indicator 7: Early Childhood Outcomes

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

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

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

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

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

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

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

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

Indicator 11: Child Find

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

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

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

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	66.66%	N	20.06%	↓
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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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

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

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

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

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	51.47%	N	5.47%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	17.65%	N	5.47%	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

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

Indicator 7: Early Childhood Outcomes

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

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

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

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

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

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■■
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School Age (k-12) Rate	96.52%	96.45%	88.88%	N	7.57%	↓
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

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

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

Indicator 11: Child Find

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

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

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

	71.26%	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.

10.90%

15.80%

33.33%

Y

N/A



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

41.97%

51.49%

66.66%

Y

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.

48.45%

63.26%

66.66%

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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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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	80.83%	N	5.89%	↓
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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 2018/2019 School Year)	1.65%	1.98%	1.14%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	0.33%	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
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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 2018/2019 school year)	0.38%	0%	>4.00	Y	N/A	
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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 identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

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

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	59.54%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	13.32%	N	1.14%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	---

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

Indicator 7: Early Childhood Outcomes

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

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

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

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

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

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	94.84%	N	1.61%	↑
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

0.00%	0.00%	>4.00	Y	N/A	↔
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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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

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

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

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

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	66.66%	N	20.06%	↔
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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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

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

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

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

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	60.00%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	8.00%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	2.66%	N	0.66%	↓

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

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	20.74%	20.74%	N/A	N/A	N/A	—
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	—

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

Indicator 7: Early Childhood Outcomes

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

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

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

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

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

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

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

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

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

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

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

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	93.75%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

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

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

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

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	60.93%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	10.42%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	0.52%	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	20.74%	20.74%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	---

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

Indicator 7: Early Childhood Outcomes

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

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

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

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

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

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	96.52%	96.45%	86.95%	N	9.50%	↓
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

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

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

Indicator 11: Child Find

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

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

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

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	90.90%	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 2018/2019 School Year)	1.65%	1.98%	2.56%	N	0.58%	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%	29.50%	-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

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

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%	0%	<=4.00	Y	N/A	↔
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Required to 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

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

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	60.08%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	3.70%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	—
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	—

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

Indicator 7: Early Childhood Outcomes

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

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

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

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

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

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

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■■
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School Age (k-12) Rate	96.52%	96.45%	92.42%	N	4.03%	↓
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

0.00%	0.00%	>4.00	Y	N/A	↔
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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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

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

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

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

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	81.29%	N	5.43%	↑
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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 2018/2019 School Year)	1.65%	1.98%	1.29%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

0.05%

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

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

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

>4.00

Y

N/A



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 identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

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

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	47.06%	N	9.88%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	15.58%	N	3.40%	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	■■
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	■■

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

Indicator 7: Early Childhood Outcomes

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

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

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

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■

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

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

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	96.52%	96.45%	92.95%	N	3.50%	↓
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

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

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

Indicator 11: Child Find

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

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

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

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	76.00%	N	10.72%	↓
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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 2018/2019 School Year)	1.65%	1.98%	0.88%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

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

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

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

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	73.03%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	8.36%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	3.75%	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	20.74%	20.74%	N/A	N/A	N/A	—
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	—

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

Indicator 7: Early Childhood Outcomes

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

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

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

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

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

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

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	93.54%	N	2.91%	↑
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

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

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

Indicator 11: Child Find

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

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

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

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

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

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	3.10%	N	1.12%	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

0.94%

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

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

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

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

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	60.00%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	8.89%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	0.31%	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	20.74%	20.74%	N/A	N/A	N/A	■■
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	■■

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

Indicator 7: Early Childhood Outcomes

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

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

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

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

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

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■■
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School Age (k-12) Rate	96.52%	96.45%	92.30%	N	4.15%	↓
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

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

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

Indicator 11: Child Find

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

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

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

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

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

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

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

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	74.61%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	0.00%	Y	N/A	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

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

Indicator 7: Early Childhood Outcomes

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

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

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

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

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

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

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	0.00%	N	96.45%	
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

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

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

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

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	—
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	—
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

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

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	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
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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 2018/2019 school year)	0.38%	0%	<=4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

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

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	86.90%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	1.19%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

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

Indicator 7: Early Childhood Outcomes

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

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

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

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■

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

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

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	96.52%	96.45%	71.42%	N	25.03%	↓
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

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

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

Indicator 11: Child Find

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

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	100.00%	89.47%	N	10.53%	↓

TRANSITION

Indicator 12: Early Childhood Transition

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

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

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

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

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

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	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
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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 2018/2019 school year)	0.38%	0%	<=4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

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

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	100.00%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	0.00%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	—
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	—

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

Indicator 7: Early Childhood Outcomes

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

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

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

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

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

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

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■■
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School Age (k-12) Rate	96.52%	96.45%	0.00%	N	96.45%	
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

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

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

Indicator 11: Child Find

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

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	—
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School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	—
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Indicator 13: Secondary Transition

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

	71.26%	100.00%	50.00%	N	50.00%	↓
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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

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

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

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

A. Enrolled in higher education within one year of leaving high school.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	2.06%	N	0.08%	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	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
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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 2018/2019 school year)	0.38%	0%	<=4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

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

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	86.70%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	9.04%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

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

Indicator 7: Early Childhood Outcomes

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

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

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

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■

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

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

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	96.52%	96.45%	76.00%	N	20.45%	↓
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

0.00%	0.00%	>4.00	Y	N/A	↑
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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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

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

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
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School Age (k-12) Rate	99.29%	100.00%	90.00%	N	10.00%	↓
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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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

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

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↑

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%	29.50%	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
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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 2018/2019 school year)

0.38%	0%	<=4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

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

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	66.66%	Y	N/A	↑
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Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	8.89%	Y	N/A	↑
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Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	0.00%	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	20.74%	20.74%	N/A	N/A	N/A	██
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Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

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

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

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

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

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

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

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

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

Indicator 11: Child Find

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

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	—
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	—
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Indicator 13: Secondary Transition

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

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	91.66%	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 2018/2019 School Year)	1.65%	1.98%	3.70%	N	1.72%	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

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

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

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

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	75.78%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	7.81%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

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

Indicator 7: Early Childhood Outcomes

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

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

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

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

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

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

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■■
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School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

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

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

Indicator 11: Child Find

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

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

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

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

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

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	72.22%	N	14.50%	↓
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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 2018/2019 School Year)	1.65%	1.98%	1.17%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

-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

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

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

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

Indicator 05-A: School Age LRE
Percent of students inside the regular classroom 80% or more of the day

56.94%

56.94%

58.95%

Y

N/A



Indicator 05-B: School Age LRE
Percent of students inside the regular classroom less than 40% of the day

12.18%

12.18%

12.96%

N

0.78%



Indicator 05-C: School Age LRE
Percent of students receiving special education services in other settings

2.01%

2.01%

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

20.74%

20.74%

29.78%

Y

N/A



Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility

20.21%

20.21%

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**

88.70%

91.56%

79.16%

N

12.40%



**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

42.85%

N

25.87%



**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

87.50%

N

4.88%



**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

32.15%

N

28.96%



**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

66.66%

N

25.47%



**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

57.14%

N

21.26%



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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PARENT INVOLVEMENT OUTCOMES

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

Early Childhood (3-5) Rate	91.12%	94.84%	76.92%	N	17.92%	↓
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School Age (k-12) Rate	96.52%	96.45%	94.07%	N	2.38%	↓
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

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

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

Indicator 11: Child Find

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

Early Childhood (3-5) Rate	99.68%	100.00	100.00%	Y	N/A	↔
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School Age (k-12) Rate	99.29%	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.

93.88%	100.00%	N/A	N/A	N/A	↓
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Indicator 13: Secondary Transition

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

71.26%	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.	10.90%	15.80%	12.50%	N	3.30%	↓
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	41.97%	51.49%	50.00%	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.	48.45%	63.26%	62.50%	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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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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Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	7.69%	N	5.71%	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	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	
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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 2018/2019 school year)	0.38%	0%	<=4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

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

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	62.31%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	2.90%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	1.44%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

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

Indicator 7: Early Childhood Outcomes

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

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

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

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■

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

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

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

0.00%	0.00%	>4.00	Y	N/A	↔
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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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

Indicator 11: Child Find

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

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	—
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School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	—
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Indicator 13: Secondary Transition

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

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

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

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	60.00%	N	26.72%	↓
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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 2018/2019 School Year)	1.65%	1.98%	5.88%	N	3.90%	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	0.86%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			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 2018/2019 school year)	0.38%	0%	<=4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

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

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	65.65%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	8.08%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

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

Indicator 7: Early Childhood Outcomes

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

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

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

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■

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

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

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

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

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

Indicator 11: Child Find

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

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

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

	71.26%	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.	10.90%	15.80%	40.00%	Y	N/A	↑
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	41.97%	51.49%	100.00%	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.	48.45%	63.26%	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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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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

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

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

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

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	88.67%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	0.00%	Y	N/A	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

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

Indicator 7: Early Childhood Outcomes

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

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

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

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■

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

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

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

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

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

Indicator 11: Child Find

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

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	—
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	—
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Indicator 13: Secondary Transition

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

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	N/A	N/A	N/A	■■
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	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 2018/2019 school year)	0.38%	0%	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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

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

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	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	12.18%	12.18%	N/A	N/A	N/A	██
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	34.90%	Y	N/A	↑
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	36.47%	N	16.26%	↑

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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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

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

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

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

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	85.71%	N	5.85%	↑
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	48.51%	N	20.21%	↓
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	75.40%	N	16.98%	↓
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	36.57%	N	24.54%	↓
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	86.67%	N	5.46%	↓
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	71.64%	N	6.76%	↓

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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PARENT INVOLVEMENT OUTCOMES

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

Early Childhood (3-5) Rate	91.12%	94.84%	97.33%	Y	N/A	↑
School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that 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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

Indicator 11: Child Find

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

Early Childhood (3-5) Rate	99.68%	100.00	99.60%	N	0.40%	↓
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	↓
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Indicator 13: Secondary Transition

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

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

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

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	■ ■

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

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

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

>4.00

Y

N/A



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 identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

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

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	84.00%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	2.00%	Y	N/A	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	■■
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	■■

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

Indicator 7: Early Childhood Outcomes

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

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

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

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

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

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

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

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

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

Indicator 11: Child Find

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

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

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

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

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

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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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Indicator	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 2018/2019 School Year)	82.58%	86.72%	71.42%	N	15.30%	↓
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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 2018/2019 School Year)	1.65%	1.98%	1.44%	Y	N/A	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	-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
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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 2018/2019 school year)	0.38%	0%	<=4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

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

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	82.00%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	3.50%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

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

Indicator 7: Early Childhood Outcomes

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

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

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

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

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

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	97.83%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

0.00%	0.00%	>4.00	Y	N/A	↔
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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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

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

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	---
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	---
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	100.00%	66.67%	N	33.33%	↓
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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

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

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

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

A. Enrolled in higher education within one year of leaving high school.	10.90%	15.80%	8.33%	N	7.47%	↓
B. Enrolled in higher education or competitively employed within one year of leaving high school.	41.97%	51.49%	50.00%	Y	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.	48.45%	63.26%	50.00%	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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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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

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

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

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

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	90.00%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	0.00%	Y	N/A	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	■■
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	■■

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

Indicator 7: Early Childhood Outcomes

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

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

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

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

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

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

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

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

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

Indicator 11: Child Find

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

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	—
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School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	—
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Indicator 13: Secondary Transition

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

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	68.42%	N	18.30%	↓
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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 2018/2019 School Year)	1.65%	1.98%	4.00%	N	2.02%	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

0.26%

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

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

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

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

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	43.42%	N	13.52%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	6.42%	Y	N/A	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

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

Indicator 7: Early Childhood Outcomes

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

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

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

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

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

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

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

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

Indicator 11: Child Find

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

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

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

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

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

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

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

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

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

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	71.42%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	3.06%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	■■
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	■■

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

Indicator 7: Early Childhood Outcomes

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

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

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

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

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

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

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	96.52%	96.45%	95.45%	N	1.00%	↓
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

0.00%	0.00%	>4.00	Y	N/A	↑
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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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

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

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	—
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	—
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Indicator 13: Secondary Transition
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

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

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

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

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

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

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	56.35%	N	0.59%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	12.15%	Y	N/A	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

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

Indicator 7: Early Childhood Outcomes

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

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

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

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

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

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■■
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School Age (k-12) Rate	96.52%	96.45%	98.88%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

0.00%	0.00%	>4.00	Y	N/A	↔
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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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

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

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	—
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	—
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%	29.50%	-0.38%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	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 2018/2019 school year)

0.38%	0%	<=4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

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

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	69.23%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	15.38%	N	3.20%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

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

Indicator 7: Early Childhood Outcomes

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

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

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

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

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

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■■
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School Age (k-12) Rate	96.52%	96.45%	0.00%	N	96.45%	↓
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

0.00%	0.00%	>4.00	Y	N/A	↔
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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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

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

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	---
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School Age (k-12) Rate	99.29%	100.00%	66.66%	N	33.34%	↓
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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.

	93.88%	100.00%	N/A	N/A	N/A	---
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	100.00%	60.00%	N	40.00%	↓
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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

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

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

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

A. Enrolled in higher education within one year of leaving high school.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	71.42%	N	15.30%	↓
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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 2018/2019 School Year)	1.65%	1.98%	1.78%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	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	
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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 2018/2019 school year)	0.38%	0%	<=4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

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

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	56.75%	N	0.19%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	16.22%	N	4.04%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

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

Indicator 7: Early Childhood Outcomes

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

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

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

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

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

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

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

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

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

Indicator 11: Child Find

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

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	---
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	---
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Indicator 13: Secondary Transition

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

	71.26%	100.00%	66.67%	N	33.33%	↓
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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

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

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

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

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

10.90%

15.80%

N/A

N/A

N/A

■■

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

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	76.47%	N	10.25%	↓
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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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

1.30%

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

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

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

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

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	60.37%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	12.83%	N	0.65%	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	0.37%	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	20.74%	20.74%	N/A	N/A	N/A	■■
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	■■

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

Indicator 7: Early Childhood Outcomes

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

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

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

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

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

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

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	96.52%	96.45%	90.47%	N	5.98%	↓
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

0.00%	0.00%	>4.00	Y	N/A	↔
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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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

Indicator 11: Child Find

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

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

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

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

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

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	50.00%	N	36.72%	↓
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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 2018/2019 School Year)	1.65%	1.98%	2.70%	N	0.72%	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	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
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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 2018/2019 school year)	0.38%	0%	>4.00	Y	N/A	
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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 identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

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

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	44.33%	N	12.61%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	6.60%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

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

Indicator 7: Early Childhood Outcomes

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

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

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

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

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

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

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	96.52%	96.45%	75.00%	N	21.45%	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

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

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

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

0.00%	0.00%	>4.00	Y	N/A	↔
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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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

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

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	---
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	---
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	100.00%	50.00%	N	50.00%	↓
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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

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

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

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

A. Enrolled in higher education within one year of leaving high school.	10.90%	15.80%	0.00%	N	15.80%	↓
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	41.97%	51.49%	0.00%	N	51.49%	↓
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	48.45%	63.26%	0.00%	N	63.26%	↓
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School)	1.65%	1.98%	N/A	N/A	N/A	■■
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	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 2018/2019 school year)	0.38%	0%	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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

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

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	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	12.18%	12.18%	N/A	N/A	N/A	■■■
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	43.16%	Y	N/A	↓
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	15.10%	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	88.70%	91.56%	93.41%	Y	N/A	↑
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	38.60%	N	30.12%	↑
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	95.94%	Y	N/A	↑
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	19.49%	N	41.62%	↑
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	95.23%	Y	N/A	↑
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	41.54%	N	36.86%	↑

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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PARENT INVOLVEMENT OUTCOMES

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

Early Childhood (3-5) Rate	91.12%	94.84%	91.54%	N	3.30%	↓
School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that 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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

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

Early Childhood (3-5) Rate	99.68%	100.00	100.00%	Y	N/A	↔
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School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■ ■
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	■ ■

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

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

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

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

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	51.72%	N	5.22%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	9.48%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

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

Indicator 7: Early Childhood Outcomes

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

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

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

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■

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

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

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

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

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

Indicator 11: Child Find

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

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

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

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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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Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	1.53%	Y	N/A	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

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

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

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

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	74.12%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	11.89%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	2.09%	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	20.74%	20.74%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	---

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

Indicator 7: Early Childhood Outcomes

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

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

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

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

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

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

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

0.00%	0.00%	>4.00	Y	N/A	↔
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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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

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

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	—
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	—
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Indicator 13: Secondary Transition
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	2.56%	N	0.58%	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

1.14%

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

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

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

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

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	51.76%	N	5.18%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	2.35%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

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

Indicator 7: Early Childhood Outcomes

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

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

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

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

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

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

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

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

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

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

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	75.00%	N	11.72%	↑
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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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%	29.50%	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

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

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%	0%	<=4.00	Y	N/A	↔
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Required to 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

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

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	78.75%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	7.50%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

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

Indicator 7: Early Childhood Outcomes

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

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

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

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

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

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

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

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

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

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

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

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	90.47%	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 2018/2019 School Year)	1.65%	1.98%	2.06%	N	0.08%	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%	29.50%	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
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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 2018/2019 school year)

0.38%	0%	<=4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

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

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	37.02%	N	19.92%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	22.13%	N	9.95%	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	1.70%	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	20.74%	20.74%	N/A	N/A	N/A	■■
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	■■

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

Indicator 7: Early Childhood Outcomes

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

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

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

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

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

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

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	96.52%	96.45%	87.50%	N	8.95%	↓
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

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

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

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

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	100.00%	50.00%	N	50.00%	↓
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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

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

A. Enrolled in higher education within one year of leaving high school.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	70.00%	N	16.72%	↓
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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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	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	
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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 2018/2019 school year)	0.38%	0%	<=4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

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

Indicator 05-A: School Age LRE
Percent of students inside the regular classroom 80% or more of the day

56.94%

56.94%

77.67%

Y

N/A



Indicator 05-B: School Age LRE
Percent of students inside the regular classroom less than 40% of the day

12.18%

12.18%

2.68%

Y

N/A



Indicator 05-C: School Age LRE
Percent of students receiving special education services in other settings

2.01%

2.01%

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

20.74%

20.74%

N/A

N/A

N/A



Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility

20.21%

20.21%

N/A

N/A

N/A



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

Indicator 7: Early Childhood Outcomes

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

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

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

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

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

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■■
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School Age (k-12) Rate	96.52%	96.45%	92.30%	N	4.15%	↓
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

0.00%	0.00%	>4.00	Y	N/A	↔
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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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

Indicator 11: Child Find

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

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

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

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	85.71%	N	1.01%	↓
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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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	██
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	██
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	██
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	██
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	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	
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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 2018/2019 school year)	0.38%	0%	<=4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

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

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	63.73%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	1.10%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	■■
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	■■

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

Indicator 7: Early Childhood Outcomes

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

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

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

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

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

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

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	96.52%	96.45%	0.00%	N	96.45%	↓
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

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

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

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

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	---
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	---
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

20.00%

Y

N/A



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

41.97%

51.49%

60.00%

Y

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.

48.45%

63.26%

80.00%

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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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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

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

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

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

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	88.76%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	0.00%	Y	N/A	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	1.12%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

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

Indicator 7: Early Childhood Outcomes

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

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

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

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

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

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■■
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School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

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

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

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

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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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Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	1.09%	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	
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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 2018/2019 school year)	0.38%	0%	<=4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

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

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	64.56%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	11.81%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

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

Indicator 7: Early Childhood Outcomes

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

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

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

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

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

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	96.52%	96.45%	83.33%	N	13.12%	↓
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

0.00%	0.00%	>4.00	Y	N/A	↔
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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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

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

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

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

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	88.88%	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 2018/2019 School Year)	1.65%	1.98%	0.80%	Y	N/A	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

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

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

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

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	52.07%	N	4.87%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	13.42%	N	1.24%	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	0.31%	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	20.74%	20.74%	N/A	N/A	N/A	■■
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	■■

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

Indicator 7: Early Childhood Outcomes

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

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

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

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

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

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

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

0.00%	0.00%	>4.00	Y	N/A	↔
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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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

Indicator 11: Child Find

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

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

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

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

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

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	90.90%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	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	
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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 2018/2019 school year)	0.38%	0%	<=4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

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

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	62.74%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	3.92%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

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

Indicator 7: Early Childhood Outcomes

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

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

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

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

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

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	96.52%	96.45%	98.24%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

0.00%	0.00%	>4.00	Y	N/A	↔
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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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

Indicator 11: Child Find

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

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

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

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

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

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	85.71%	N	1.01%	↓
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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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

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

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

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

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	57.73%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	13.40%	N	1.22%	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	■■
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	■■

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

Indicator 7: Early Childhood Outcomes

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

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

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

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■

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

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

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

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

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

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

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	—
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	—
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Indicator 13: Secondary Transition
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	100.00%	50.00%	N	50.00%	↓
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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

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

A. Enrolled in higher education within one year of leaving high school.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	80.00%	N	6.72%	↓
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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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%	29.50%	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
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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 2018/2019 school year)

0.38%	0%	<=4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

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

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	63.23%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	1.47%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

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

Indicator 7: Early Childhood Outcomes

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

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

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

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■

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

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

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
School Age (k-12) Rate	96.52%	96.45%	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

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

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

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to 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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

Indicator 11: Child Find

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

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

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

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	75.00%	N	11.72%	↓
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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 2018/2019 School Year)	1.65%	1.98%	1.73%	Y	N/A	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	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	
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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 2018/2019 school year)	0.38%	0%	<=4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

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

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	52.31%	N	4.63%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	12.14%	Y	N/A	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	0.28%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

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

Indicator 7: Early Childhood Outcomes

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

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

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

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

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

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

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	96.52%	96.45%	99.23%	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

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

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

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to 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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

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

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	0.00%	N	15.80%	↓
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	41.97%	51.49%	14.28%	N	37.21%	↓
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	48.45%	63.26%	14.28%	N	48.98%	↓
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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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Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	N/A	N/A	N/A	■■
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	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 2018/2019 school year)	0.38%	0%	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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

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

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	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	12.18%	12.18%	N/A	N/A	N/A	██
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	29.93%	Y	N/A	↑
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	15.03%	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	88.70%	91.56%	91.20%	N	0.36%	↑
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	77.90%	Y	N/A	↓
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	90.09%	N	2.29%	↑
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	59.37%	N	1.74%	↓
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	91.32%	N	0.81%	↓
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	78.80%	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	91.12%	94.84%	88.73%	N	6.11%	↓
School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that 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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

Indicator 11: Child Find

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

Early Childhood (3-5) Rate	99.68%	100.00	100.00%	Y	N/A	↔
School Age (k-12) Rate	99.29%	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.

93.88%	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.

71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

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

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	■ ■

Indicator	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 2018/2019 School Year)	82.58%	86.72%	83.33%	N	3.39%	↑
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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 2018/2019 School Year)	1.65%	1.98%	4.54%	N	2.56%	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

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

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

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

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	54.03%	N	2.91%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	9.68%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	—
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	—

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

Indicator 7: Early Childhood Outcomes

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

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

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

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

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

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■■
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School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

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

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

Indicator 11: Child Find

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

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

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

	71.26%	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.

10.90%

15.80%

16.66%

Y

N/A



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

41.97%

51.49%

66.66%

Y

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.

48.45%

63.26%

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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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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	1.73%	Y	N/A	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	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	
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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 2018/2019 school year)	0.38%	0%	<=4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

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

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	49.65%	N	7.29%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	15.63%	N	3.45%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	4.51%	N	2.51%	↑

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

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	20.74%	20.74%	N/A	N/A	N/A	■■
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	■■

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

Indicator 7: Early Childhood Outcomes

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

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

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

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

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

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

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	98.46%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

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

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

Indicator 11: Child Find

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

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

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

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	88.23%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

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

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

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

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	49.14%	N	7.80%	↓
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Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	13.69%	N	1.51%	↑
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Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	0.00%	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	20.74%	20.74%	N/A	N/A	N/A	██
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Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

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

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

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

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

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

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

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	95.31%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

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

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

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

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	2.22%	N	0.24%	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

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

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

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

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	25.68%	N	31.26%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	7.34%	Y	N/A	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

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

Indicator 7: Early Childhood Outcomes

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

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

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

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

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

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

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

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

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

Indicator 11: Child Find

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

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

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

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	81.69%	N	5.03%	↑
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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 2018/2019 School Year)	1.65%	1.98%	2.27%	N	0.29%	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

-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

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

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

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

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	47.30%	N	9.64%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	13.67%	N	1.49%	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	1.49%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

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

Indicator 7: Early Childhood Outcomes

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

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

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

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

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

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■■
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School Age (k-12) Rate	96.52%	96.45%	96.30%	N	0.15%	↓
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

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

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

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

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	---
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	---
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Indicator 13: Secondary Transition
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	100.00%	80.00%	N	20.00%	↓
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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

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

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

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

A. Enrolled in higher education within one year of leaving high school.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	86.66%	N	0.06%	↓
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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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

0.83%

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

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

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

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

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	44.05%	N	12.89%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	20.90%	N	8.72%	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	1.92%	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	20.74%	20.74%	N/A	N/A	N/A	==
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	==

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

Indicator 7: Early Childhood Outcomes

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

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

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

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

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

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

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	95.91%	N	0.54%	↑
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

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

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

Indicator 11: Child Find

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

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	---
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	---
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Indicator 13: Secondary Transition

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

	71.26%	100.00%	30.00%	N	70.00%	↓
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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

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

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

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

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

10.90%

15.80%

N/A

N/A

N/A

■■

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

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	95.00%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%	29.50%	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
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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 2018/2019 school year)

0.38%	0%	<=4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

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

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	64.78%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	9.51%	Y	N/A	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	0.77%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

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

Indicator 7: Early Childhood Outcomes

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

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

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

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■

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

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

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■■
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School Age (k-12) Rate	96.52%	96.45%	99.19%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

0.00%	0.00%	>4.00	Y	N/A	↔
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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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

Indicator 11: Child Find

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

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

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

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	91.66%	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 2018/2019 School Year)	1.65%	1.98%	1.66%	Y	N/A	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

0.62%

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

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

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

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

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	42.46%	N	14.48%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	7.53%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

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

Indicator 7: Early Childhood Outcomes

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

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

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

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■

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

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

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	96.52%	96.45%	96.29%	N	0.16%	↓
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

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

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

Indicator 11: Child Find

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

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

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

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

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

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	92.85%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

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

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

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

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	81.11%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	2.67%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

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

Indicator 7: Early Childhood Outcomes

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

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

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

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

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

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

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■■
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School Age (k-12) Rate	96.52%	96.45%	99.52%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

0.00%	0.00%	>4.00	Y	N/A	↔
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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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

Indicator 11: Child Find

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

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

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

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

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

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	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	
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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 2018/2019 school year)	0.38%	0%	<=4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

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

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	51.33%	N	5.61%	↑
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Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	20.00%	N	7.82%	↓
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Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	0.00%	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	20.74%	20.74%	N/A	N/A	N/A	██
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Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

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

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

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

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■

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

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

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	98.68%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

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

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

Indicator 11: Child Find

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

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

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

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	84.61%	N	2.11%	↑
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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 2018/2019 School Year)	1.65%	1.98%	2.00%	N	0.02%	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

0.67%

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

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

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

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

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	54.62%	N	2.32%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	18.52%	N	6.34%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

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

Indicator 7: Early Childhood Outcomes

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

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

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

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

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

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

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

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

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

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	---
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	---
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	70.00%	N	16.72%	↓
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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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

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

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

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

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	43.33%	N	13.61%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	13.33%	N	1.15%	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

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

Indicator 7: Early Childhood Outcomes

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

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

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

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

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

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

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

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

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

Indicator 11: Child Find

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

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

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

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	85.36%	N	1.36%	↑
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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 2018/2019 School Year)	1.65%	1.98%	1.58%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

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

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

>4.00

Y

N/A



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 identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

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

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	65.06%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	19.95%	N	7.77%	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

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

Indicator 7: Early Childhood Outcomes

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

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

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

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%	91.56%	N/A	N/A	N/A	■■
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**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%	68.72%	N/A	N/A	N/A	■■
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**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%	92.38%	N/A	N/A	N/A	■■
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**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%	61.11%	N/A	N/A	N/A	■■
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**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%	92.13%	N/A	N/A	N/A	■■
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**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

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

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■■
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School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

0.00%	0.00%	>4.00	Y	N/A	↔
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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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

Indicator 11: Child Find

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

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

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

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

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

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	2.77%	N	0.79%	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	— —
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	— —
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	— —
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	— —
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

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

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

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

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	52.94%	N	4.00%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	27.94%	N	15.76%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

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

Indicator 7: Early Childhood Outcomes

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

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

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

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

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

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

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	96.52%	96.45%	95.00%	N	1.45%	↓
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

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

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

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

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	—
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	—
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	100.00%	66.67%	N	33.33%	↓
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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

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

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

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

A. Enrolled in higher education within one year of leaving high school.	10.90%	15.80%	16.66%	Y	N/A	↑
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	41.97%	51.49%	66.67%	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.	48.45%	63.26%	83.33%	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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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	↑

Indicator	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 2018/2019 School Year)	82.58%	86.72%	92.00%	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 2018/2019 School Year)	1.65%	1.98%	2.21%	N	0.23%	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

0.84%

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

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

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

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

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	61.27%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	11.27%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	1.47%	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	20.74%	20.74%	N/A	N/A	N/A	■■
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	■■

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

Indicator 7: Early Childhood Outcomes

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

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

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

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

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

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	98.53%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>4.00	Y	N/A	↔
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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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
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School Age (k-12) Rate	99.29%	100.00%	97.37%	N	2.63%	↓
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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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↑

Indicator	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 2018/2019 School Year)	82.58%	86.72%	80.76%	N	5.96%	↑
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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 2018/2019 School Year)	1.65%	1.98%	1.67%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

-0.06%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	44.66%	N	12.28%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	9.59%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	0.21%	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	20.74%	20.74%	N/A	N/A	N/A	—
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	—

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	98.50%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>4.00	Y	N/A	↔
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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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	85.71%	N	1.01%	↑
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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 2018/2019 School Year)	1.65%	1.98%	3.03%	N	1.05%	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%	29.50%	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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%	0%	<=4.00	Y	N/A	↔
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Required to 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	73.25%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	10.47%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■■
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School Age (k-12) Rate	96.52%	96.45%	93.93%	N	2.52%	↓
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	90.62%	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 2018/2019 School Year)	1.65%	1.98%	1.20%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

-0.19%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	43.52%	N	13.42%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	22.80%	N	10.62%	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	1.29%	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	20.74%	20.74%	N/A	N/A	N/A	■■
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	99.70%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>4.00	Y	N/A	↔
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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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	16.66%	Y	N/A	↑
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	41.97%	51.49%	35.71%	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.	48.45%	63.26%	40.47%	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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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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	2.63%	N	0.65%	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%	29.50%	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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%	0%	<=4.00	Y	N/A	↔
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Required to 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	29.28%	N	27.66%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	5.52%	Y	N/A	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	50.27%	N	48.27%	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■■
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School Age (k-12) Rate	96.52%	96.45%	0.00%	N	96.45%	↓
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>4.00	Y	N/A	↔
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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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	92.85%	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 2018/2019 School Year)	1.65%	1.98%	8.19%	N	6.21%	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

0.39%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	42.68%	N	14.26%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	9.15%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■■
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School Age (k-12) Rate	96.52%	96.45%	83.33%	N	13.12%	↓
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	62.50%	N	24.22%	↓
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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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

0.11%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	33.74%	N	23.20%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	21.47%	N	9.29%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	96.52%	96.45%	93.75%	N	2.70%	↓
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	91.66%	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 2018/2019 School Year)	1.65%	1.98%	1.81%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	74.57%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	2.26%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	■■
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	100.00%	Y	N/A	↑
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School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	1.29%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	31.94%	N	25.00%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	16.67%	N	4.49%	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	4.16%	N	2.16%	↓

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	20.74%	20.74%	N/A	N/A	N/A	■■
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	93.47%	N	2.98%	↑
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>4.00	Y	N/A	↔
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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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	N/A	N/A	N/A	■■
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	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 2018/2019 school year)	0.38%	0%	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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	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	12.18%	12.18%	N/A	N/A	N/A	■■■
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	56.92%	Y	N/A	↑
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	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	88.70%	91.56%	92.96%	Y	N/A	↑
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	71.40%	Y	N/A	↓
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	93.78%	Y	N/A	↑
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	60.14%	N	0.97%	↓
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	94.41%	Y	N/A	↑
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	72.75%	N	5.65%	↓

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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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	90.41%	N	4.43%	↓
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School Age (k-12) Rate	96.52%	96.45%	N/A	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	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that 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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	100.00%	Y	N/A	↔
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School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■ ■
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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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Indicator	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 2018/2019 School Year)	82.58%	86.72%	75.00%	N	11.72%	↓
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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 2018/2019 School Year)	1.65%	1.98%	3.26%	N	1.28%	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

0.78%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	52.33%	N	4.61%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	11.43%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	94.02%	N	2.43%	↑
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>4.00	Y	N/A	↔
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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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	—
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School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	—
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	92.59%	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 2018/2019 School Year)	1.65%	1.98%	2.14%	N	0.16%	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

0.45%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	60.64%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	13.48%	N	1.30%	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	0.26%	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	20.74%	20.74%	N/A	N/A	N/A	■■
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	96.87%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>4.00	Y	N/A	↔
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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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	100.00%	98.59%	N	1.41%	↓

TRANSITION

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	71.42%	N	15.30%	↓
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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 2018/2019 School Year)	1.65%	1.98%	5.26%	N	3.28%	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	67.60%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	9.86%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	■■
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	96.52%	96.45%	0.00%	N	96.45%	↓
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↓
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	—
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	—
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Indicator 13: Secondary Transition
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	100.00%	50.00%	N	50.00%	↓
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	53.84%	N	32.88%	↓
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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 2018/2019 School Year)	1.65%	1.98%	4.61%	N	2.63%	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%	29.50%	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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%	0%	<=4.00	Y	N/A	↔
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Required to 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	71.51%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	6.40%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	0.58%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	92.30%	N	4.15%	↑
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	0.00%	N	15.80%	↓
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	41.97%	51.49%	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.	48.45%	63.26%	60.00%	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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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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	62.31%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	8.70%	Y	N/A	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	0.45%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	68.58%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	11.11%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	96.55%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	80.00%	N	6.72%	↓
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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 2018/2019 School Year)	1.65%	1.98%	5.88%	N	3.90%	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	47.74%	N	9.20%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	7.21%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	96.52%	96.45%	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

Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to 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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

40.00%

Y

N/A



B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

80.00%

Y

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.

48.45%

63.26%

80.00%

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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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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%	29.50%	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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%	0%	<=4.00	Y	N/A	↔
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Required to 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	82.85%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	2.86%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70% 91.56% N/A N/A N/A ■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66% 68.72% N/A N/A N/A ■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53% 92.38% N/A N/A N/A ■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27% 61.11% N/A N/A N/A ■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68% 92.13% N/A N/A N/A ■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18% 78.40% N/A N/A N/A ■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■■
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School Age (k-12) Rate	96.52%	96.45%	98.30%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School)	1.65%	1.98%	0.00%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%	29.50%	1.77%	N	0.41%	↔
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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 2018/2019 school year)

0.38%	0%	<=4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	61.73%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	1.02%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	■■
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	99.07%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	N/A	N/A	N/A	■■
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	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 2018/2019 school year)	0.38%	0%	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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	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	12.18%	12.18%	N/A	N/A	N/A	██
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	7.62%	N	13.12%	↑
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	41.61%	N	21.40%	↑

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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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	87.71%	N	3.85%	↑
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	40.68%	N	28.04%	↓
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	90.94%	N	1.44%	↑
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	42.55%	N	18.56%	↓
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	88.84%	N	3.29%	↑
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	54.35%	N	24.05%	↓

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	91.12%	94.84%	91.77%	N	3.07%	↓
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School Age (k-12) Rate	96.52%	96.45%	N/A	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	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that 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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	100.00%	Y	N/A	↔
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School Age (k-12) Rate	99.29%	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.

	93.88%	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.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	■ ■

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	55.55%	N	1.39%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	11.11%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	96.52%	96.45%	87.50%	N	8.95%	↓
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	2.22%	N	0.24%	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	49.16%	N	7.78%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	2.50%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■■
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School Age (k-12) Rate	96.52%	96.45%	40.00%	N	56.45%	↓
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	—
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	—
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	82.75%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	3.45%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	74.50%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	0.98%	Y	N/A	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	1.96%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	—
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	—
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Indicator 13: Secondary Transition
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	66.66%	N	20.06%	↓
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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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	68.13%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	8.82%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	93.75%	N	2.70%	↑
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	58.82%	N	27.90%	↓
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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 2018/2019 School Year)	1.65%	1.98%	1.45%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	-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	
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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 2018/2019 school year)	0.38%	0%	<=4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	60.03%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	12.84%	N	0.66%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	3.85%	N	1.85%	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	20.74%	20.74%	N/A	N/A	N/A	—
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	—

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■■
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School Age (k-12) Rate	96.52%	96.45%	96.15%	N	0.30%	↓
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	100.00%	98.33%	N	1.67%	↓

TRANSITION

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	83.33%	N	3.39%	↓
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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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	██
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	██
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	██
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	██
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

1.28%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	55.76%	N	1.18%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	11.54%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	5.76%	N	3.76%	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	20.74%	20.74%	N/A	N/A	N/A	—
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	—

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	98.68%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	0.00%	N	15.80%	↓
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	41.97%	51.49%	40.00%	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.	48.45%	63.26%	50.00%	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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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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	68.00%	N	18.72%	↓
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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 2018/2019 School Year)	1.65%	1.98%	2.43%	N	0.45%	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	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	
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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 2018/2019 school year)	0.38%	0%	<=4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	43.31%	N	13.63%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	23.55%	N	11.37%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	0.19%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	96.52%	96.45%	93.57%	N	2.88%	↓
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>4.00	Y	N/A	↔
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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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	—
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School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	—
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	80.00%	N	6.72%	↓
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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 2018/2019 School Year)	1.65%	1.98%	2.05%	N	0.07%	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	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	
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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 2018/2019 school year)	0.38%	0%	>4.00	Y	N/A	
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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 identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	59.42%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	13.35%	N	1.17%	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	1.04%	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	20.74%	20.74%	N/A	N/A	N/A	—
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	—

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>4.00	Y	N/A	↔
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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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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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Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	2.63%	N	0.65%	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	71.96%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	13.08%	N	0.90%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	3.73%	N	1.73%	↑

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	20.74%	20.74%	N/A	N/A	N/A	■■
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	---
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	---
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	1.69%	Y	N/A	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	50.47%	N	6.47%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	12.38%	N	0.20%	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	96.52%	96.45%	93.75%	N	2.70%	↓
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	81.25%	N	5.47%	↓
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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 2018/2019 School Year)	1.65%	1.98%	1.28%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

0.48%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	56.09%	N	0.85%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	13.51%	N	1.33%	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	0.37%	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	20.74%	20.74%	N/A	N/A	N/A	—
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	—

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	96.52%	96.45%	91.03%	N	5.42%	↓
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	9.37%	N	6.43%	↓
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	41.97%	51.49%	50.00%	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.	48.45%	63.26%	53.12%	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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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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	88.88%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	1.61%	N	0.25%	
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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 2018/2019 school year)	0.38%	0%	<=4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	44.35%	N	12.59%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	4.03%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	—
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	—

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	96.52%	96.45%	0.00%	N	96.45%	↓
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	90.47%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	-0.05%	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			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 2018/2019 school year)	0.38%	0%	<=4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	41.99%	N	14.95%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	14.10%	N	1.92%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	1.42%	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	20.74%	20.74%	0.00%	N	20.74%	↔
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	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	88.70%	91.56%	86.66%	N	4.90%	↓
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	86.95%	Y	N/A	↓
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	82.75%	N	9.63%	↓
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	82.61%	Y	N/A	↓
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	79.99%	N	12.14%	↓
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	95.65%	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	91.12%	94.84%	96.15%	Y	N/A	↓
School Age (k-12) Rate	96.52%	96.45%	99.07%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>4.00	Y	N/A	↔
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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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	100.00%	Y	N/A	↔
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School Age (k-12) Rate	99.29%	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.

93.88%	100.00%	N/A	N/A	N/A	---
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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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Indicator	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 2018/2019 School Year)	82.58%	86.72%	76.66%	N	10.06%	↓
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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 2018/2019 School Year)	1.65%	1.98%	2.00%	N	0.02%	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	57.14%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	6.27%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	1.96%	N	18.78%	↑
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	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	88.70%	91.56%	88.89%	N	2.67%	↓
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	68.42%	N	0.30%	↓
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	91.67%	N	0.71%	↑
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	71.05%	Y	N/A	↓
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	84.62%	N	7.51%	↓
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	84.21%	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	91.12%	94.84%	50.00%	N	44.84%	↓
School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	100.00%	Y	N/A	↔
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School Age (k-12) Rate	99.29%	100.00%	98.94%	N	1.06%	↓
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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.

93.88%	100.00%	N/A	N/A	N/A	---
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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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Indicator	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 2018/2019 School Year)	82.58%	86.72%	83.33%	N	3.39%	↑
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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 2018/2019 School Year)	1.65%	1.98%	8.82%	N	6.84%	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%	29.50%	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
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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 2018/2019 school year)

0.38%	0%	<=4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	45.45%	N	11.49%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	12.12%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	4.54%	N	2.54%	↑

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	20.74%	20.74%	N/A	N/A	N/A	—
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	—

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>4.00	Y	N/A	↔
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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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	—
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School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	—
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	78.26%	N	8.46%	↓
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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 2018/2019 School Year)	1.65%	1.98%	1.69%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	1.57%	N	0.21%	
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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 2018/2019 school year)	0.38%	0%	<=4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	51.74%	N	5.20%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	7.34%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	2.44%	N	0.44%	↑

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	20.74%	20.74%	N/A	N/A	N/A	—
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	—

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>4.00	Y	N/A	↔
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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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	---
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School Age (k-12) Rate	99.29%	100.00%	25.00%	N	75.00%	↓
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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.

	93.88%	100.00%	N/A	N/A	N/A	---
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Indicator 13: Secondary Transition
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	100.00%	50.00%	N	50.00%	↓
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	50.00%	N	36.72%	↓
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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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	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	
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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 2018/2019 school year)	0.38%	0%	<=4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	71.23%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	19.18%	N	7.00%	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70% 91.56% N/A N/A N/A ■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66% 68.72% N/A N/A N/A ■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53% 92.38% N/A N/A N/A ■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27% 61.11% N/A N/A N/A ■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68% 92.13% N/A N/A N/A ■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18% 78.40% N/A N/A N/A ■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	N/A	N/A	N/A	■■
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	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 2018/2019 school year)	0.38%	0%	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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	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	12.18%	12.18%	N/A	N/A	N/A	■■■
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	19.27%	N	1.47%	↓
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	42.17%	N	21.96%	↑

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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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	88.45%	N	3.11%	↓
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	69.49%	Y	N/A	↓
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	82.84%	N	9.54%	↓
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	52.12%	N	8.99%	↓
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	87.56%	N	4.57%	↓
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	67.80%	N	10.60%	↓

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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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	89.32%	N	5.52%	↓
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School Age (k-12) Rate	96.52%	96.45%	N/A	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	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that 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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	100.00%	Y	N/A	↔
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School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■ ■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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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Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	46.56%	N	10.38%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	19.08%	N	6.90%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	94.73%	N	1.72%	↑
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	0.00%	N	15.80%	↓
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	41.97%	51.49%	50.00%	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.	48.45%	63.26%	50.00%	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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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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	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	
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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 2018/2019 school year)	0.38%	0%	<=4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	59.05%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	6.30%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	96.15%	N	0.30%	↑
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	50.00%	N	36.72%	↓
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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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	55.85%	N	1.09%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	14.41%	N	2.23%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	■■
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	96.52%	96.45%	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

Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to 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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	77.27%	N	9.45%	↓
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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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%	29.50%	0.41%	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	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 2018/2019 school year)

0.38%	0%	<=4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	62.80%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	14.05%	N	1.87%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	1.92%	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	20.74%	20.74%	N/A	N/A	N/A	—
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	—

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	97.91%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	0.00%	N	86.72%	↓
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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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	██
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	██
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	██
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	██
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	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	
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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 2018/2019 school year)	0.38%	0%	<=4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	61.64%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	0.00%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
 Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
 Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	28.04%	N	28.90%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	1.22%	Y	N/A	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	2.43%	N	0.43%	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
School Age (k-12) Rate	96.52%	96.45%	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

Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to 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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	59.72%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	20.83%	N	8.65%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	96.52%	96.45%	88.23%	N	8.22%	↓
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>4.00	Y	N/A	↔
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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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	—
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	—
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Indicator 13: Secondary Transition
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	91.66%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%	29.50%	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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%	0%	<=4.00	Y	N/A	↔
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Required to 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	82.84%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	11.31%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	■■
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■■
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School Age (k-12) Rate	96.52%	96.45%	98.68%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>4.00	Y	N/A	↔
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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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	79.31%	N	7.41%	↓
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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 2018/2019 School Year)	1.65%	1.98%	0.56%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	71.01%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	5.56%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	↓
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	↓
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	↓
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	↓
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	↓
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	↓
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	100.00%	Y	N/A	↑
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School Age (k-12) Rate	96.52%	96.45%	97.82%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	↓
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	↓
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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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Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	0.73%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

0.42%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	40.17%	N	16.77%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	11.40%	Y	N/A	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	0.28%	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	20.74%	20.74%	0.00%	N	20.74%	↓
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	3.33%	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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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	100.00%	Y	N/A	↔
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	88.23%	Y	N/A	↓
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	94.12%	Y	N/A	↓
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	41.18%	N	19.93%	↓
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	91.67%	Y	N/A	↓
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	70.59%	N	7.81%	↓

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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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	59.18%	N	35.66%	↓
School Age (k-12) Rate	96.52%	96.45%	93.55%	N	2.90%	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	100.00%	Y	N/A	↔
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School Age (k-12) Rate	99.29%	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.

93.88%	100.00%	N/A	N/A	N/A	↓
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

71.26%	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.	10.90%	15.80%	4.76%	N	11.04%	↓
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	41.97%	51.49%	57.14%	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.	48.45%	63.26%	61.90%	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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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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Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	3.03%	N	1.05%	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	52.50%	N	4.44%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	11.25%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	0.00%	N	20.74%	↔
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	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	88.70%	91.56%	N/A	N/A	N/A	↓
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	↓
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	↓
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	↓
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	↓
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	↓
School Age (k-12) Rate	96.52%	96.45%	0.00%	N	96.45%	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	100.00%	Y	N/A	↑
School Age (k-12) Rate	99.29%	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.

93.88%	100.00%	N/A	N/A	N/A	---
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

71.26%	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.	10.90%	15.80%	12.50%	N	3.30%	↓
B. Enrolled in higher education or competitively employed within one year of leaving high school.	41.97%	51.49%	50.00%	Y	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.	48.45%	63.26%	50.00%	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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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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Indicator	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 2018/2019 School Year)	82.58%	86.72%	75.00%	N	11.72%	↓
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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 2018/2019 School Year)	1.65%	1.98%	4.00%	N	2.02%	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%	29.50%	2.07%	N	0.71%	↔
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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 2018/2019 school year)

0.38%	0%	<=4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	73.68%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	2.63%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	■■
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	96.52%	96.45%	90.90%	N	5.55%	↓
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	—
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	—
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	6.25%	N	4.27%	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE
Percent of students inside the regular classroom 80% or more of the day

56.94%

56.94%

87.50%

Y

N/A



Indicator 05-B: School Age LRE
Percent of students inside the regular classroom less than 40% of the day

12.18%

12.18%

1.79%

Y

N/A



Indicator 05-C: School Age LRE
Percent of students receiving special education services in other settings

2.01%

2.01%

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

20.74%

20.74%

N/A

N/A

N/A



Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility

20.21%

20.21%

N/A

N/A

N/A



Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	96.52%	96.45%	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

Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to 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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	—
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	—
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	80.00%	N	6.72%	↓
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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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	██
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	██
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	██
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	██
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	54.86%	N	2.08%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	5.31%	Y	N/A	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	96.52%	96.45%	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

Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to 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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	— —
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	— —
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	50.00%	N	36.72%	↓
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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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	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	
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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 2018/2019 school year)	0.38%	0%	<=4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	38.18%	N	18.76%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	10.91%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	8.69%	N	12.05%	↓
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	21.73%	N	1.52%	↓

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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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	100.00%	Y	N/A	↔
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	88.89%	Y	N/A	↑
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	100.00%	Y	N/A	↔
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	100.00%	Y	N/A	↑
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	100.00%	Y	N/A	↔
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	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	91.12%	94.84%	100.00%	Y	N/A	↑
School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	100.00%	Y	N/A	↔
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School Age (k-12) Rate	99.29%	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.

93.88%	100.00%	N/A	N/A	N/A	---
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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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Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	N/A	N/A	N/A	■■
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	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 2018/2019 school year)	0.38%	0%	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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	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	12.18%	12.18%	N/A	N/A	N/A	██
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	0.95%	N	19.79%	↓
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	25.19%	N	4.98%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	90.04%	N	1.52%	↓
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	62.29%	N	6.43%	↓
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	91.79%	N	0.59%	↓
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	63.52%	Y	N/A	↓
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	90.25%	N	1.88%	↓
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	69.26%	N	9.14%	↓

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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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	96.18%	Y	N/A	↓
School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that 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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	100.00%	Y	N/A	↔
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School Age (k-12) Rate	99.29%	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.

	93.88%	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.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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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Indicator	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 2018/2019 School Year)	82.58%	86.72%	66.66%	N	20.06%	↓
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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 2018/2019 School)	1.65%	1.98%	2.00%	N	0.02%	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

0.21%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	73.96%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	14.46%	N	2.28%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>4.00	Y	N/A	↔
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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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	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	
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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 2018/2019 school year)	0.38%	0%	<=4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	62.50%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	3.33%	Y	N/A	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	0.83%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	96.52%	96.45%	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

Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to 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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	54.54%	N	32.18%	↓
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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 2018/2019 School Year)	1.65%	1.98%	1.58%	Y	N/A	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	37.25%	N	19.69%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	35.95%	N	23.77%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	3.26%	N	1.26%	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	20.74%	20.74%	N/A	N/A	N/A	■■
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	96.52%	96.45%	83.82%	N	12.63%	↓
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	83.78%	N	2.94%	↑
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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 2018/2019 School Year)	1.65%	1.98%	4.38%	N	2.40%	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%	29.50%	3.58%	N	2.22%	↔
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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	Y
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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 2018/2019 school year)

0.38%	0%	>4.00	N	N/A	↔
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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	Y
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Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	23.87%	N	33.07%	↑
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Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	27.90%	N	15.72%	↑
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Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	5.20%	N	3.20%	↓
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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	20.74%	20.74%	N/A	N/A	N/A	—
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Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	—
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■■
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School Age (k-12) Rate	96.52%	96.45%	85.56%	N	10.89%	↓
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↓

Indicator	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 2018/2019 School Year)	82.58%	86.72%	86.66%	N	0.06%	↔
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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 2018/2019 School Year)	1.65%	1.98%	2.94%	N	0.96%	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	-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
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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 2018/2019 school year)	0.38%	0%	<=4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N		Were Inappropriate Policies, Procedures, and Practices 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	37.22%	N	19.72%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	18.61%	N	6.43%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	■■
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	85.71%	N	1.01%	↑
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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 2018/2019 School Year)	1.65%	1.98%	2.08%	N	0.10%	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

0.15%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

>4.00

Y

N/A



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 identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	37.16%	N	19.78%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	12.30%	N	0.12%	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	■■
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
 Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■■
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School Age (k-12) Rate	96.52%	96.45%	92.63%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
 Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>4.00	Y	N/A	↔
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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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	12.50%	N	3.30%	↓
B. Enrolled in higher education or competitively employed within one year of leaving high school.	41.97%	51.49%	29.16%	Y	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.	48.45%	63.26%	41.66%	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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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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	N/A	N/A	N/A	■■
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	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 2018/2019 school year)	0.38%	0%	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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	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	12.18%	12.18%	N/A	N/A	N/A	██
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	1.05%	N	19.69%	↑
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	20.10%	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	88.70%	91.56%	75.30%	N	16.26%	↓
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	60.71%	N	8.01%	↓
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	86.13%	N	6.25%	↓
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	58.93%	N	2.18%	↓
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	84.86%	N	7.27%	↓
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	71.87%	N	6.53%	↓

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	91.12%	94.84%	75.90%	N	18.94%	↓
School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that 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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	100.00%	Y	N/A	↔
School Age (k-12) Rate	99.29%	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.

93.88%	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.

71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	■■
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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%	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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Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	94.44%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	0.00%	Y	N/A	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	■■
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
 Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
 Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	100.00%	Y	N/A	↔
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	0.00%	Y	N/A	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	■ ■
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	■ ■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■■
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School Age (k-12) Rate	96.52%	96.45%	0.00%	N	96.45%	
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>4.00	Y	N/A	↔
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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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	—
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	—
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	100.00%	53.84%	N	46.16%	↓
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	N/A	N/A	N/A	■■
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	100.00%	Y	N/A	↔
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	0.00%	Y	N/A	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	■ ■
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	■ ■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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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Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	N/A	N/A	N/A	—
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	—
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	—
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	—
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	—
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	0.00%	N	56.94%	↔
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	0.00%	Y	N/A	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	■■
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■■
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School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	—
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School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	—
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	90.47%	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 2018/2019 School Year)	1.65%	1.98%	1.29%	Y	N/A	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	-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	
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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 2018/2019 school year)	0.38%	0%	<=4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	44.87%	N	12.07%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	14.62%	N	2.44%	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	■■
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	96.52%	96.45%	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

Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>4.00	Y	N/A	↔
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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

Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	83.33%	N	3.39%	↑
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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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	49.78%	N	7.16%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	12.66%	N	0.48%	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	■■
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
 Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	98.80%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
 Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	—
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	—
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	88.88%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	35.96%	N	20.98%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	5.26%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	0.87%	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	20.74%	20.74%	N/A	N/A	N/A	■■
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	98.87%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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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Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	4.16%	N	2.18%	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%	29.50%	2.47%	N	1.11%	↔
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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 2018/2019 school year)

0.38%	0%	<=4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	80.59%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	10.45%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>4.00	Y	N/A	↔
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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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	---
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School Age (k-12) Rate	99.29%	100.00%	75.00%	N	25.00%	↓
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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.

	93.88%	100.00%	N/A	N/A	N/A	---
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Indicator 13: Secondary Transition
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	100.00%	75.00%	N	25.00%	↓
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	95.00%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	70.99%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	6.87%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	—
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	—

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■■
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School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	100.00%	75.00%	N	25.00%	↓
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	66.66%	N	20.06%	↓
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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 2018/2019 School Year)	1.65%	1.98%	4.87%	N	2.89%	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%	29.50%	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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%	0%	<=4.00	Y	N/A	↔
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Required to 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	46.66%	N	10.28%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	6.67%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	2.85%	N	0.85%	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	20.74%	20.74%	N/A	N/A	N/A	■■
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■■
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School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	64.19%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	6.17%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	0.00%	N	15.80%	↓
B. Enrolled in higher education or competitively employed within one year of leaving high school.	41.97%	51.49%	25.00%	Y	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.	48.45%	63.26%	25.00%	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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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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	70.00%	N	16.72%	↑
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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 2018/2019 School Year)	1.65%	1.98%	1.69%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	54.91%	N	2.03%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	2.31%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■■
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School Age (k-12) Rate	96.52%	96.45%	59.84%	N	36.61%	↓
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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	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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>4.00	Y	N/A	↔
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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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	N/A	N/A	N/A	■■
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	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 2018/2019 school year)	0.38%	0%	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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	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	12.18%	12.18%	N/A	N/A	N/A	██
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	16.66%	N	4.08%	↑
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	0.39%	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	88.70%	91.56%	82.50%	N	9.06%	↓
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	87.12%	Y	N/A	↓
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	87.80%	N	4.58%	↓
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	65.15%	Y	N/A	↓
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	88.08%	N	4.05%	↓
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	90.15%	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	91.12%	94.84%	94.33%	N	0.51%	↑
School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that 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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	100.00%	Y	N/A	↔
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School Age (k-12) Rate	99.29%	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.

	93.88%	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.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	■ ■

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	90.00%	Y	N/A	↔
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	0.00%	Y	N/A	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	■■
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	96.52%	96.45%	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 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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>4.00	Y	N/A	↔
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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

Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	— —
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	— —
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	85.71%	N	1.01%	↑
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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 2018/2019 School Year)	1.65%	1.98%	3.70%	N	1.72%	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	2.59%	N	1.23%	
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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 2018/2019 school year)	0.38%	0%	<=4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	40.83%	N	16.11%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	16.67%	N	4.49%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	1.66%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	96.52%	96.45%	96.15%	N	0.30%	
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>4.00	Y	N/A	↔
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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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	88.88%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	59.62%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	9.32%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	■■
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>4.00	Y	N/A	↔
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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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	---
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	---
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	100.00%	20.00%	N	80.00%	↓
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	5.66%	N	3.68%	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

State Rate	29.51%	State Target	29.50%	LEA Rate	0.53%	Target Met by LEA	Y	LEA Difference from Target	N/A	Year to Year LEA Rate Change	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	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 2018/2019 school year)

State Rate	0.38%	State Target	0%	LEA Rate	<=4.00	Target Met by LEA	Y	LEA Difference from Target	N/A	Year to Year LEA Rate Change	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	42.47%	N	14.47%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	11.29%	Y	N/A	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	1.61%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■■
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School Age (k-12) Rate	96.52%	96.45%	84.72%	N	11.73%	↓
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>4.00	Y	N/A	↔
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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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	0.00%	N	15.80%	↓
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	41.97%	51.49%	44.44%	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.	48.45%	63.26%	44.44%	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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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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	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
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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 2018/2019 school year)	0.38%	0%	<=4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	44.59%	N	12.35%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	8.11%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	1.35%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	96.52%	96.45%	83.33%	N	13.12%	↓
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	91.30%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	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	
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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 2018/2019 school year)	0.38%	0%	<=4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	54.14%	N	2.80%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	12.74%	N	0.56%	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	■■
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
 Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
 Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	—
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	—
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	36.25%	N	20.69%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	6.25%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	1.25%	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	20.74%	20.74%	N/A	N/A	N/A	—
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	—

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	90.00%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	59.48%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	12.93%	N	0.75%	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	■■
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	96.52%	96.45%	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

Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to 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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	—
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	—
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	47.82%	N	9.12%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	13.04%	N	0.86%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↑

Indicator	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 2018/2019 School Year)	82.58%	86.72%	72.22%	N	14.50%	↓
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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 2018/2019 School Year)	1.65%	1.98%	2.38%	N	0.40%	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%	29.50%	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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%	0%	<=4.00	Y	N/A	↔
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Required to 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	61.25%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	12.08%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	■■
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■■
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School Age (k-12) Rate	96.52%	96.45%	93.54%	N	2.91%	↑
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	100.00%	85.71%	N	14.29%	↓
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- A. Enrolled in higher education within one year of leaving high school.
- B. Enrolled in higher education or competitively employed within one year of leaving high school.
- C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	88.88%	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 2018/2019 School Year)	1.65%	1.98%	4.44%	N	2.46%	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	0.36%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			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 2018/2019 school year)	0.38%	0%	<=4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	53.33%	N	3.61%	↑
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Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	10.48%	Y	N/A	↑
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Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	0.00%	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	20.74%	20.74%	N/A	N/A	N/A	██
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Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	96.52%	96.45%	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

Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to 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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

20.00%

Y

N/A



B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

80.00%

Y

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.

48.45%

63.26%

80.00%

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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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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	75.00%	N	11.72%	↓
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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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	78.20%	Y	N/A	↑
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Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	2.56%	Y	N/A	↔
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Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	0.00%	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	20.74%	20.74%	N/A	N/A	N/A	■■
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Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	78.00%	N	8.72%	↑
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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 2018/2019 School Year)	1.65%	1.98%	1.58%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%	29.50%	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
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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 2018/2019 school year)

0.38%	0%	<=4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	50.46%	N	6.48%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	16.89%	N	4.71%	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
 Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	96.52%	96.45%	90.64%	N	5.81%	↓
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
 Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	75.00%	N	11.72%	↑
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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 2018/2019 School Year)	1.65%	1.98%	1.73%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	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	
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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 2018/2019 school year)	0.38%	0%	<=4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	52.25%	N	4.69%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	12.58%	N	0.40%	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	■■
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
 Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	96.52%	96.45%	91.26%	N	5.19%	↓
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
 Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	80.00%	N	6.72%	↓
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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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	██
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	██
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	██
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	██
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

0.80%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	62.32%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	13.70%	N	1.52%	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	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	
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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 2018/2019 school year)	0.38%	0%	<=4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	61.60%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	11.20%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	■■
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	62.92%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	6.74%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■■
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School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	3.12%	N	1.14%	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	71.00%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	14.00%	N	1.82%	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	—
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	—

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
 Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	96.52%	96.45%	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

Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
 Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to 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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	—
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	—
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	0.00%	N	15.80%	↓
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	41.97%	51.49%	40.00%	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.	48.45%	63.26%	60.00%	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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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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	64.51%	N	22.21%	↓
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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 2018/2019 School Year)	1.65%	1.98%	4.67%	N	2.69%	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

1.00%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	30.59%	N	26.35%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	16.24%	N	4.06%	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	1.68%	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	20.74%	20.74%	N/A	N/A	N/A	■■
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	75.00%	N	11.72%	↓
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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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	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	
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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 2018/2019 school year)	0.38%	0%	<=4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	45.16%	N	11.78%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	17.74%	N	5.56%	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70% 91.56% N/A N/A N/A ■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66% 68.72% N/A N/A N/A ■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53% 92.38% N/A N/A N/A ■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27% 61.11% N/A N/A N/A ■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68% 92.13% N/A N/A N/A ■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18% 78.40% N/A N/A N/A ■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	78.57%	N	8.15%	↓
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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 2018/2019 School Year)	1.65%	1.98%	2.94%	N	0.96%	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	2.97%	N	1.61%	
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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 2018/2019 school year)	0.38%	0%	<=4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	39.68%	N	17.26%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	19.84%	N	7.66%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	1.16%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■■
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School Age (k-12) Rate	96.52%	96.45%	94.12%	N	2.33%	↑
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>4.00	Y	N/A	↔
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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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	—
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	—
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	60.00%	N	26.72%	↓
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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 2018/2019 School Year)	1.65%	1.98%	1.69%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	73.75%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	14.89%	N	2.71%	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	96.52%	96.45%	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

Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to 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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	92.85%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	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	
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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 2018/2019 school year)	0.38%	0%	<=4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE
Percent of students inside the regular classroom 80% or more of the day

56.94%

56.94%

35.42%

N

21.52%



Indicator 05-B: School Age LRE
Percent of students inside the regular classroom less than 40% of the day

12.18%

12.18%

10.29%

Y

N/A



Indicator 05-C: School Age LRE
Percent of students receiving special education services in other settings

2.01%

2.01%

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

20.74%

20.74%

N/A

N/A

N/A



Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility

20.21%

20.21%

N/A

N/A

N/A



Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>4.00	Y	N/A	↔
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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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	58.53%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	5.49%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■■
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School Age (k-12) Rate	96.52%	96.45%	96.55%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	77.77%	N	8.95%	↑
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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 2018/2019 School Year)	1.65%	1.98%	3.03%	N	1.05%	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

0.69%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	48.66%	N	8.28%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	22.67%	N	10.49%	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	1.33%	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	20.74%	20.74%	N/A	N/A	N/A	==
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	==

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	99.12%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	83.33%	N	3.39%	↑
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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 2018/2019 School Year)	1.65%	1.98%	8.33%	N	6.35%	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	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	
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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 2018/2019 school year)	0.38%	0%	<=4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	45.45%	N	11.49%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	5.68%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	4.54%	N	2.54%	↑

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	20.74%	20.74%	N/A	N/A	N/A	■■
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

0.90%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	34.73%	N	22.21%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	9.47%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	2.10%	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	20.74%	20.74%	N/A	N/A	N/A	■■
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	96.52%	96.45%	0.00%	N	96.45%	↓
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>4.00	Y	N/A	↔
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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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	100.00%	50.00%	N	50.00%	↓
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- A. Enrolled in higher education within one year of leaving high school.
- B. Enrolled in higher education or competitively employed within one year of leaving high school.
- C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	10.90%	15.80%	25.00%	Y	N/A	↑
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	41.97%	51.49%	75.00%	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.	48.45%	63.26%	87.50%	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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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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	85.71%	N	1.01%	↓
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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 2018/2019 School Year)	1.65%	1.98%	4.76%	N	2.78%	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%	29.50%	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
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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 2018/2019 school year)

0.38%	0%	<=4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	65.33%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	10.67%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	96.52%	96.45%	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

Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to 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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	80.00%	N	6.72%	↓
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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 2018/2019 School Year)	1.65%	1.98%	3.33%	N	1.35%	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	68.18%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	6.06%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	4.54%	N	2.54%	↑

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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	96.52%	96.45%	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

Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to 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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	---
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	---
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	100.00%	75.00%	N	25.00%	↓
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	80.00%	N	6.72%	↓
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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 2018/2019 School Year)	1.65%	1.98%	2.08%	N	0.10%	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	1.56%	N	0.20%	
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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 2018/2019 school year)	0.38%	0%	>4.00	Y	N/A	
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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 identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	66.34%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	6.73%	Y	N/A	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	4.80%	N	2.80%	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	---
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	---
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	100.00%	50.00%	N	50.00%	↓
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	60.86%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	15.22%	N	3.04%	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	■■
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	96.52%	96.45%	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

Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to 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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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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Indicator	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 2018/2019 School Year)	82.58%	86.72%	92.30%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%	29.50%	0.75%	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	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 2018/2019 school year)

0.38%	0%	<=4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	60.50%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	5.04%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	1.68%	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	20.74%	20.74%	N/A	N/A	N/A	—
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	—

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
 Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■■
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School Age (k-12) Rate	96.52%	96.45%	57.14%	N	39.31%	↓
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
 Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	90.00%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	80.00%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	0.00%	Y	N/A	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	■■
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	72.30%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	12.31%	N	0.13%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■■
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School Age (k-12) Rate	96.52%	96.45%	98.38%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	0.00%	N	15.80%	↓
B. Enrolled in higher education or competitively employed within one year of leaving high school.	41.97%	51.49%	0.00%	N	51.49%	↓
C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	48.45%	63.26%	0.00%	N	63.26%	↓

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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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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	95.65%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	69.37%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	12.92%	N	0.74%	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	0.73%	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	20.74%	20.74%	N/A	N/A	N/A	==
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	==

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■■
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School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	5.88%	N	9.92%	↓
B. Enrolled in higher education or competitively employed within one year of leaving high school.	41.97%	51.49%	35.29%	Y	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.	48.45%	63.26%	35.29%	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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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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School)	1.65%	1.98%	1.88%	N	-0.10%	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	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	
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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 2018/2019 school year)	0.38%	0%	<=4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	84.95%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	2.65%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	■■
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	99.18%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>4.00	Y	N/A	↔
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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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School	1.65%	1.98%	N/A	N/A	N/A	■■
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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 2018/2019 school year)

0.38%

0%

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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	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	12.18%	12.18%	N/A	N/A	N/A	■■
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	22.41%	Y	N/A	↑
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	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	88.70%	91.56%	89.42%	N	2.14%	↓
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	77.89%	Y	N/A	↓
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	91.48%	N	0.90%	↓
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	44.73%	N	16.38%	↓
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	90.10%	N	2.03%	↓
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	81.58%	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	91.12%	94.84%	87.14%	N	7.70%	↓
School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that 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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	100.00%	Y	N/A	↔
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School Age (k-12) Rate	99.29%	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.

93.88%	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.

71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	■ ■

Indicator	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 2018/2019 School Year)	82.58%	86.72%	90.90%	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 2018/2019 School Year)	1.65%	1.98%	1.75%	Y	N/A	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	49.64%	N	7.30%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	12.23%	N	0.05%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	70.58%	N	16.14%	↓
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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 2018/2019 School Year)	1.65%	1.98%	3.89%	N	1.91%	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	68.33%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	12.22%	N	0.04%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■■
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School Age (k-12) Rate	96.52%	96.45%	93.47%	N	2.98%	↑
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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	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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>4.00	Y	N/A	↔
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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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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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Indicator	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 2018/2019 School Year)	82.58%	86.72%	81.81%	N	4.91%	↓
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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 2018/2019 School Year)	1.65%	1.98%	4.08%	N	2.10%	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	4.61%	N	3.25%	
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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 2018/2019 school year)	0.38%	0%	>4.00	Y	N/A	
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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 identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	42.42%	N	14.52%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	5.05%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	96.52%	96.45%	90.56%	N	5.89%	↓
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	4.05%	N	2.07%	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	-2.10%	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	
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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 2018/2019 school year)	0.38%	0%	<=4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	36.89%	N	20.05%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	15.51%	N	3.33%	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	■■
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	96.52%	96.45%	0.00%	N	96.45%	↓
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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	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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>4.00	Y	N/A	↔
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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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↓

Indicator	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 2018/2019 School Year)	82.58%	86.72%	83.33%	N	3.39%	↓
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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 2018/2019 School Year)	1.65%	1.98%	3.03%	N	1.05%	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

-1.62%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	36.53%	N	20.41%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	5.77%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	7.69%	N	5.69%	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	20.74%	20.74%	N/A	N/A	N/A	==
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	==

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■■
School Age (k-12) Rate	96.52%	96.45%	97.22%	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

Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to 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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	—
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	—
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Indicator 13: Secondary Transition
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	100.00%	25.00%	N	75.00%	↓
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	10.90%	15.80%	0.00%	N	15.80%	↓
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	41.97%	51.49%	40.00%	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.	48.45%	63.26%	40.00%	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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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	↔

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School	1.65%	1.98%	N/A	N/A	N/A	■■
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	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 2018/2019 school year)	0.38%	0%	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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	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	12.18%	12.18%	N/A	N/A	N/A	██
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	26.97%	Y	N/A	↑
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	32.92%	N	12.71%	↑

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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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	92.26%	Y	N/A	↓
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	79.21%	Y	N/A	↓
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	91.02%	N	1.36%	↓
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	69.90%	Y	N/A	↑
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	96.10%	Y	N/A	↑
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	88.17%	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	91.12%	94.84%	96.53%	Y	N/A	↑
School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that 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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	100.00%	Y	N/A	↔
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School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	---
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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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Indicator	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 2018/2019 School Year)	82.58%	86.72%	75.00%	N	11.72%	↓
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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 2018/2019 School Year)	1.65%	1.98%	2.77%	N	0.79%	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	2.45%	N	1.09%	
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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 2018/2019 school year)	0.38%	0%	<=4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	35.41%	N	21.53%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	10.42%	Y	N/A	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	0.00%	N	96.45%	
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	— —
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	— —
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	66.66%	N	20.06%	↓
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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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

0.52%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	38.63%	N	18.31%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	9.09%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	1.13%	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	20.74%	20.74%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	75.00%	N	11.72%	↓
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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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	██
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	██
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	██
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	██
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	86.84%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	2.63%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	2.63%	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	20.74%	20.74%	N/A	N/A	N/A	—
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	—

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	96.52%	96.45%	0.00%	N	96.45%	↓
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	—
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	—
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	70.00%	N	16.72%	↓
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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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%	29.50%	1.26%	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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%	0%	<=4.00	Y	N/A	↔
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Required to 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	40.65%	N	16.29%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	21.14%	N	8.96%	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	69.23%	N	17.49%	↓
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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 2018/2019 School Year)	1.65%	1.98%	2.35%	N	0.37%	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%	29.50%	-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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%	0%	<=4.00	Y	N/A	↔
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Required to 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	48.01%	N	8.93%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	12.33%	N	0.15%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	—
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	—

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	100.00%	75.00%	N	25.00%	↓
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	85.71%	N	1.01%	↓
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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 2018/2019 School Year)	1.65%	1.98%	3.12%	N	1.14%	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	70.58%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	3.53%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	96.52%	96.45%	0.00%	N	96.45%	↓
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>4.00	Y	N/A	↔
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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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	69.23%	N	17.49%	↑
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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 2018/2019 School Year)	1.65%	1.98%	2.97%	N	0.99%	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	1.69%	N	0.33%	
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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 2018/2019 school year)	0.38%	0%	>4.00	Y	N/A	
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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 identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	55.28%	N	1.66%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	17.25%	N	5.07%	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	■■
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	98.85%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	85.71%	N	1.01%	↑
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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 2018/2019 School Year)	1.65%	1.98%	2.08%	N	0.10%	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%	29.50%	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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%	0%	<=4.00	Y	N/A	↔
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Required to 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	69.72%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	9.17%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	96.52%	96.45%	0.00%	N	96.45%	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to 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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>4.00	Y	N/A	↔
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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

Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	---
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	---
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	N/A	N/A	N/A	■■
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	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 2018/2019 school year)	0.38%	0%	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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE
Percent of students inside the regular classroom 80% or more of the day

56.94%	56.94%	N/A	N/A	N/A	---
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Indicator 05-B: School Age LRE
Percent of students inside the regular classroom less than 40% of the day

12.18%	12.18%	N/A	N/A	N/A	---
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Indicator 05-C: School Age LRE
Percent of students receiving special education services in other settings

2.01%	2.01%	N/A	N/A	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

20.74%	20.74%	6.35%	N	14.39%	↑
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Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility

20.21%	20.21%	37.15%	N	16.94%	↑
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	97.85%	Y	N/A	↑
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	46.96%	N	21.76%	↑
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	98.37%	Y	N/A	↑
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	43.60%	N	17.51%	↑
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	96.59%	Y	N/A	↑
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	54.38%	N	24.02%	↑

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	91.12%	94.84%	89.60%	N	5.24%	↓
School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that 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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	100.00%	Y	N/A	↔
School Age (k-12) Rate	99.29%	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.

93.88%	100.00%	N/A	N/A	N/A	↓
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	■ ■

Indicator	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 2018/2019 School Year)	82.58%	86.72%	77.77%	N	8.95%	↓
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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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	██
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	██
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	██
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	██
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	68.58%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	19.47%	N	7.29%	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	78.88%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	7.78%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

33.33%

Y

N/A



B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

83.33%

Y

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.

48.45%

63.26%

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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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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	88.88%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	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	
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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 2018/2019 school year)	0.38%	0%	<=4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	51.06%	N	5.88%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	8.51%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	1.41%	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	20.74%	20.74%	N/A	N/A	N/A	==
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	==

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	96.52%	96.45%	90.00%	N	6.45%	↓
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

10.00%

N

5.80%



B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

60.00%

Y

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.

48.45%

63.26%

60.00%

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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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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	77.77%	N	8.95%	↓
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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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%	29.50%	0.96%	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	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 2018/2019 school year)

0.38%	0%	<=4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	62.43%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	14.21%	N	2.03%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
 Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	96.52%	96.45%	66.66%	N	29.79%	↓
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
 Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	—
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	—
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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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Indicator	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 2018/2019 School Year)	82.58%	86.72%	88.23%	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 2018/2019 School Year)	1.65%	1.98%	1.21%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%	29.50%	0.25%	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	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 2018/2019 school year)

0.38%	0%	<=4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	64.18%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	12.56%	N	0.38%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	92.30%	N	4.15%	↑
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	90.90%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	55.55%	N	1.39%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	6.48%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
 Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	96.52%	96.45%	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

Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
 Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to 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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	67.83%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	5.94%	Y	N/A	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	80.35%	N	6.37%	↓
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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 2018/2019 School Year)	1.65%	1.98%	1.55%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	57.88%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	19.97%	N	7.79%	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	0.86%	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	20.74%	20.74%	7.23%	N	13.51%	↑
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	31.57%	N	11.36%	↑

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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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	80.55%	N	11.01%	↑
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	73.85%	Y	N/A	↑
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	74.14%	N	18.24%	↑
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	47.69%	N	13.42%	↑
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	82.49%	N	9.64%	↑
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	75.38%	N	3.02%	↑

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	91.12%	94.84%	80.76%	N	14.08%	↑
School Age (k-12) Rate	96.52%	96.45%	97.43%	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

Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>4.00	Y	N/A	↔
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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

Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	100.00%	Y	N/A	↑
School Age (k-12) Rate	99.29%	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.

93.88%	100.00%	N/A	N/A	N/A	---
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Indicator 13: Secondary Transition
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

71.26%	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.	10.90%	15.80%	3.57%	N	12.23%	↓
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	41.97%	51.49%	35.71%	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.	48.45%	63.26%	42.85%	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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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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Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	3.70%	N	1.72%	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	81.92%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	2.41%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	4.81%	N	2.81%	↑

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	20.74%	20.74%	N/A	N/A	N/A	—
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	—

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	96.52%	96.45%	0.00%	N	96.45%	↓
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	—
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	—
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Indicator 13: Secondary Transition
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

0.89%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	40.86%	N	16.08%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	4.30%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	2.15%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	96.52%	96.45%	0.00%	N	96.45%	↓
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>4.00	Y	N/A	↔
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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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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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Indicator	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 2018/2019 School Year)	82.58%	86.72%	76.77%	N	9.95%	↓
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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 2018/2019 School Year)	1.65%	1.98%	3.24%	N	1.26%	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	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 2018/2019 school year)	0.38%	0%	<=4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	59.02%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	15.80%	N	3.62%	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	4.38%	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	20.74%	20.74%	13.15%	N	7.59%	↑
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	23.24%	N	3.03%	↑

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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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	73.38%	N	18.18%	↑
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	48.81%	N	19.91%	↓
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	81.94%	N	10.44%	↓
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	26.78%	N	34.33%	↓
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	81.21%	N	10.92%	↑
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	56.61%	N	21.79%	↓

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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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	90.47%	N	4.37%	↓
School Age (k-12) Rate	96.52%	96.45%	86.95%	N	9.50%	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	100.00%	Y	N/A	↔
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School Age (k-12) Rate	99.29%	100.00%	99.91%	N	0.09%	↑
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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.

	93.88%	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.

	71.26%	100.00%	60.00%	N	40.00%	↓
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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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Indicator	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 2018/2019 School Year)	82.58%	86.72%	79.74%	N	6.98%	↑
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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 2018/2019 School Year)	1.65%	1.98%	1.36%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	— —
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	— —
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	— —
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	— —
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

-0.17%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	60.32%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	16.33%	N	4.15%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	1.34%	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	20.74%	20.74%	0.80%	N	19.94%	↑
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	30.40%	N	10.19%	↑

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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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	0.00%	N	91.56%	↓
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	0.00%	N	68.72%	↓
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	0.00%	N	92.38%	↓
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	0.00%	N	61.11%	↓
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	0.00%	N	92.13%	↓
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	0.00%	N	78.40%	↓

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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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	↓
School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>4.00	Y	N/A	↔
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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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	100.00%	Y	N/A	↑
School Age (k-12) Rate	99.29%	100.00%	96.17%	N	3.83%	↑

TRANSITION

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

93.88%	100.00%	N/A	N/A	N/A	---
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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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Indicator	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 2018/2019 School Year)	82.58%	86.72%	73.60%	N	13.12%	↓
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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 2018/2019 School Year)	1.65%	1.98%	3.14%	N	1.16%	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

0.90%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	51.44%	N	5.50%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	14.47%	N	2.29%	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	7.00%	N	5.00%	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	20.74%	20.74%	1.36%	N	19.38%	↑
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	33.33%	N	13.12%	↑

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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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	87.50%	N	4.06%	↑
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	70.83%	Y	N/A	↓
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	85.71%	N	6.67%	↓
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	61.11%	Y	N/A	↓
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	89.99%	N	2.14%	↑
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	79.16%	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	91.12%	94.84%	88.00%	N	6.84%	↓
School Age (k-12) Rate	96.52%	96.45%	96.15%	N	0.30%	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>4.00	Y	N/A	↔
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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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	98.27%	N	1.73%	↓
School Age (k-12) Rate	99.29%	100.00%	99.41%	N	0.59%	↓

TRANSITION

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

93.88%	100.00%	N/A	N/A	N/A	---
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

71.26%	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.	10.90%	15.80%	11.42%	N	4.38%	↓
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	41.97%	51.49%	57.14%	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.	48.45%	63.26%	61.90%	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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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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	75.67%	N	11.05%	↓
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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 2018/2019 School Year)	1.65%	1.98%	4.27%	N	2.29%	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	0.90%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	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 2018/2019 school year)	0.38%	0%	<=4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	56.69%	N	0.25%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	19.16%	N	6.98%	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	0.77%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	96.52%	96.45%	89.47%	N	6.98%	↓
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	100.00%	92.68%	N	7.32%	↓

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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	80.00%	N	6.72%	↓
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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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	██
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	██
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	██
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	██
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	84.67%	Y	N/A	↓
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Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	0.00%	Y	N/A	↔
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Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	0.00%	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	20.74%	20.74%	N/A	N/A	N/A	██
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Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■■
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School Age (k-12) Rate	96.52%	96.45%	0.00%	N	96.45%	↓
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>4.00	Y	N/A	↔
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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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	90.90%	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 2018/2019 School Year)	1.65%	1.98%	0.96%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	-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
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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 2018/2019 school year)	0.38%	0%	>4.00	Y	N/A	
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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 identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	68.42%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	5.88%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	—
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	—

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	74.35%	N	12.37%	↑
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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 2018/2019 School Year)	1.65%	1.98%	3.94%	N	1.96%	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	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	
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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 2018/2019 school year)	0.38%	0%	<=4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	86.27%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	9.56%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	■■
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	96.52%	96.45%	89.58%	N	6.87%	↓
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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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Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	0.82%	Y	N/A	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	73.85%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	2.87%	Y	N/A	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional

88.70%

91.56%

N/A

N/A

N/A

■■

Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional

63.66%

68.72%

N/A

N/A

N/A

■■

Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills

59.53%

92.38%

N/A

N/A

N/A

■■

Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills

48.27%

61.11%

N/A

N/A

N/A

■■

Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors

90.68%

92.13%

N/A

N/A

N/A

■■

Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors

70.18%

78.40%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	98.53%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	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	
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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 2018/2019 school year)	0.38%	0%	<=4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	77.77%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	0.00%	Y	N/A	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	96.52%	96.45%	0.00%	N	96.45%	↓
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	85.71%	N	1.01%	↓
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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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	██
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	██
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	██
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	██
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	93.06%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	0.00%	Y	N/A	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	■■
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>4.00	Y	N/A	↔
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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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	0.00%	N	86.72%	↔
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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 2018/2019 School Year)	1.65%	1.98%	14.28%	N	12.30%	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	54.68%	N	53.32%	
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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 2018/2019 school year)	0.38%	0%	<=4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	87.50%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	12.50%	N	0.32%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■■
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School Age (k-12) Rate	96.52%	96.45%	0.00%	N	96.45%	↓
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	—
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	—
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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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Indicator	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 2018/2019 School Year)	82.58%	86.72%	44.44%	N	42.28%	↑
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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 2018/2019 School Year)	1.65%	1.98%	21.42%	N	19.44%	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	71.42%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	0.00%	Y	N/A	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	■■
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	N/A	N/A	N/A	■■
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	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
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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 2018/2019 school year)	0.38%	0%	<=4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	97.72%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	0.00%	Y	N/A	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■■
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School Age (k-12) Rate	96.52%	96.45%	0.00%	N	96.45%	↓
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	—
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	—
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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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Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	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	
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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 2018/2019 school year)	0.38%	0%	<=4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	90.00%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	0.00%	Y	N/A	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	96.52%	96.45%	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

Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to 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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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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Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School)	1.65%	1.98%	N/A	N/A	N/A	■■
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	33.33%	N	23.61%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	0.00%	Y	N/A	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	■■
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	0.00%	N	96.45%	
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	—
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	—
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School	1.65%	1.98%	N/A	N/A	N/A	■■
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	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	
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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 2018/2019 school year)	0.38%	0%	<=4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	90.90%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	0.00%	Y	N/A	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	■■
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional

88.70%

91.56%

N/A

N/A

N/A

■■

Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional

63.66%

68.72%

N/A

N/A

N/A

■■

Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills

59.53%

92.38%

N/A

N/A

N/A

■■

Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills

48.27%

61.11%

N/A

N/A

N/A

■■

Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors

90.68%

92.13%

N/A

N/A

N/A

■■

Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors

70.18%

78.40%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	— —
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School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	— —
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	N/A	N/A	N/A	■■
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	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
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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 2018/2019 school year)	0.38%	0%	<=4.00	Y	N/A	■■
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE
Percent of students inside the regular classroom 80% or more of the day

56.94%

56.94%

75.00%

Y

N/A

■■■

Indicator 05-B: School Age LRE
Percent of students inside the regular classroom less than 40% of the day

12.18%

12.18%

0.00%

Y

N/A

■■■

Indicator 05-C: School Age LRE
Percent of students receiving special education services in other settings

2.01%

2.01%

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

20.74%

20.74%

N/A

N/A

N/A

■■■

Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility

20.21%

20.21%

N/A

N/A

N/A

■■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	0.00%	N	96.45%	■■
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	■■
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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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Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	N/A	N/A	N/A	■■
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	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	
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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 2018/2019 school year)	0.38%	0%	<=4.00	Y	N/A	■■
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	92.30%	Y	N/A	■■
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	0.00%	Y	N/A	■■
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	■■
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
 Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
 Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	■■
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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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Indicator	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 2018/2019 School Year)	82.58%	86.72%	66.66%	N	20.06%	↑
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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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	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
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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 2018/2019 school year)	0.38%	0%	<=4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE
Percent of students inside the regular classroom 80% or more of the day

56.94%	56.94%	0.00%	N	56.94%	↔
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Indicator 05-B: School Age LRE
Percent of students inside the regular classroom less than 40% of the day

12.18%	12.18%	0.00%	Y	N/A	↔
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Indicator 05-C: School Age LRE
Percent of students receiving special education services in other settings

2.01%	2.01%	100.00%	N	98.00%	↑
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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

20.74%	20.74%	0.00%	N	20.74%	↔
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Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility

20.21%	20.21%	100.00%	N	79.79%	↔
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	0.00%	N	91.56%	↑
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	0.00%	N	68.72%	↑
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	0.00%	N	92.38%	↑
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	0.00%	N	61.11%	↑
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	0.00%	N	92.13%	↑
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	0.00%	N	78.40%	↑

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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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	↓
School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	100.00%	Y	N/A	↑
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School Age (k-12) Rate	99.29%	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.

93.88%	100.00%	N/A	N/A	N/A	---
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

71.26%	100.00%	50.00%	N	50.00%	↓
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

10.90%

15.80%

40.00%

Y

N/A



B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

40.00%

Y

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.

48.45%

63.26%

60.00%

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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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	<100%	N	N/A	↓
School Age (k-12) Rate	100%	100%	100%	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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GRADUATION & DROPOUT RATES

Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2018/2019 School Year)	82.58%	86.72%	85.00%	N	1.72%	↓
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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 2018/2019 School)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	0.00%	N	56.94%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	0.97%	Y	N/A	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	99.02%	N	97.02%	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	20.74%	20.74%	0.00%	N	20.74%	↓
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	100.00%	N	79.79%	↑

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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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

83.33%

N

8.23%



**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

50.00%

N

18.72%



**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

83.33%

N

9.05%



**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

66.66%

Y

N/A



**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

79.99%

N

12.14%



**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

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	91.12%	94.84%	N/A	N/A	N/A	↓
School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	100.00%	Y	N/A	↑
School Age (k-12) Rate	99.29%	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.

93.88%	100.00%	N/A	N/A	N/A	---
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

71.26%	100.00%	54.54%	N	45.46%	↓
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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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Post-School Outcomes

Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↓
School Age (k-12) Rate	100%	100%	100%	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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GRADUATION & DROPOUT RATES

Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2018/2019 School Year)	82.58%	86.72%	35.29%	N	51.43%	↑
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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 2018/2019 School Year)	1.65%	1.98%	7.27%	N	5.29%	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	28.76%	N	28.18%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	5.48%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↓
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	—
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	—
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	100.00%	54.54%	N	45.46%	↓
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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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Post-School Outcomes

Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School)	1.65%	1.98%	N/A	N/A	N/A	■■
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	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 2018/2019 school year)	0.38%	0%	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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	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	12.18%	12.18%	N/A	N/A	N/A	■■■
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	↓
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	↓
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	↓
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	↓
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	↓
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	↓
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	↓
School Age (k-12) Rate	96.52%	96.45%	83.33%	N	13.12%	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a 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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that 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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	↓
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	↓
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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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Indicator	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 2018/2019 School Year)	82.58%	86.72%	80.00%	N	6.72%	↓
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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 2018/2019 School)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	46.05%	N	10.89%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	2.63%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■■
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School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	—
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	—
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	88.23%	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 2018/2019 School Year)	1.65%	1.98%	0.83%	Y	N/A	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	43.88%	N	13.06%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	14.11%	N	1.93%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	0.94%	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	20.74%	20.74%	0.00%	N	20.74%	↔
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	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**

88.70%

91.56%

50.00%

N

41.56%



**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

92.50%

Y

N/A



**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

78.94%

N

13.44%



**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

70.00%

Y

N/A



**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

60.00%

N

32.13%



**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

87.50%

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	91.12%	94.84%	100.00%	Y	N/A	↑
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School Age (k-12) Rate	96.52%	96.45%	99.64%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	100.00%	Y	N/A	↔
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School Age (k-12) Rate	99.29%	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.

	93.88%	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.

	71.26%	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.	10.90%	15.80%	0.00%	N	15.80%	↓
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	41.97%	51.49%	41.67%	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.	48.45%	63.26%	41.67%	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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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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Indicator	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 2018/2019 School Year)	82.58%	86.72%	82.75%	N	3.97%	↓
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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 2018/2019 School Year)	1.65%	1.98%	3.22%	N	1.24%	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%	29.50%	1.56%	N	0.20%	↔
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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 2018/2019 school year)

0.38%	0%	<=4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N		Were Inappropriate Policies, Procedures, and Practices 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	25.53%	N	31.41%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	11.25%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	9.42%	N	7.42%	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	20.74%	20.74%	N/A	N/A	N/A	—
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	—

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	99.05%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>4.00	Y	N/A	↔
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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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	---
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	---
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Indicator 13: Secondary Transition
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	100.00%	72.72%	N	27.28%	↓
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	83.33%	N	3.39%	↓
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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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	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	
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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 2018/2019 school year)	0.38%	0%	<=4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	38.88%	N	18.06%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	0.00%	Y	N/A	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	1.11%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	96.52%	96.45%	0.00%	N	96.45%	↓
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>4.00	Y	N/A	↔
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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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	94.73%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%	29.50%	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
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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 2018/2019 school year)

0.38%	0%	<=4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	48.14%	N	8.80%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	11.64%	Y	N/A	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	1.58%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	96.52%	96.45%	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 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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>4.00	Y	N/A	↑
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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

Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	92.30%	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 2018/2019 School Year)	1.65%	1.98%	0.83%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

-0.19%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	58.07%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	10.00%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	3.85%	N	1.85%	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	20.74%	20.74%	N/A	N/A	N/A	—
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	—

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	96.52%	96.45%	92.52%	N	3.93%	↓
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>4.00	Y	N/A	↔
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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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	— —
School Age (k-12) Rate	99.29%	100.00%	97.17%	N	2.83%	↓

TRANSITION

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

	93.88%	100.00%	N/A	N/A	N/A	— —
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	75.34%	N	11.38%	↓
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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 2018/2019 School Year)	1.65%	1.98%	1.22%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

1.31%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	60.41%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	13.62%	N	1.44%	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	3.04%	N	1.04%	↑

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	20.74%	20.74%	5.83%	N	14.91%	↑
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	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	88.70%	91.56%	97.13%	Y	N/A	↓
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	61.83%	N	6.89%	↓
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	98.62%	Y	N/A	↓
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	50.00%	N	11.11%	↓
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	98.56%	Y	N/A	↓
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	55.26%	N	23.14%	↓

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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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	85.71%	N	9.13%	↓
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School Age (k-12) Rate	96.52%	96.45%	93.94%	N	2.51%	↓
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	100.00%	Y	N/A	↔
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School Age (k-12) Rate	99.29%	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.

	93.88%	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.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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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Indicator	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 2018/2019 School Year)	82.58%	86.72%	72.22%	N	14.50%	↓
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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 2018/2019 School Year)	1.65%	1.98%	1.66%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

State Rate	29.51%	State Target	29.50%	LEA Rate	1.19%	Target Met by LEA	Y	LEA Difference from Target	N/A	Year to Year LEA Rate Change	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	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 2018/2019 school year)

State Rate	0.38%	State Target	0%	LEA Rate	<=4.00	Target Met by LEA	Y	LEA Difference from Target	N/A	Year to Year LEA Rate Change	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	70.80%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	6.21%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	0.62%	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	20.74%	20.74%	N/A	N/A	N/A	—
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	—

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	96.52%	96.45%	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

Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>4.00	Y	N/A	↔
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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

Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	—
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	—
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	100.00%	50.00%	N	50.00%	↓
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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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Indicator	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 2018/2019 School Year)	82.58%	86.72%	75.00%	N	11.72%	↔
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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 2018/2019 School Year)	1.65%	1.98%	3.12%	N	1.14%	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	79.18%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	10.66%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	98.41%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	80.00%	N	6.72%	↓
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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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	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 2018/2019 school year)	0.38%	0%	<=4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	67.56%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	2.70%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	15.38%	N	5.36%	↓
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	30.76%	N	10.55%	↑

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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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	74.99%	N	16.57%	↓
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	50.00%	N	18.72%	↑
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	60.00%	N	32.38%	↓
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	50.00%	N	11.11%	↑
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	60.00%	N	32.13%	↓
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	16.67%	N	61.73%	↓

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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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	100.00%	Y	N/A	↔
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School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	100.00%	Y	N/A	↔
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School Age (k-12) Rate	99.29%	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.

93.88%	100.00%	N/A	N/A	N/A	---
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

71.26%	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.	10.90%	15.80%	0.00%	N	15.80%	↓
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	41.97%	51.49%	100.00%	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.	48.45%	63.26%	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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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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Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	78.09%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	1.90%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
 Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
 Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>4.00	Y	N/A	↔
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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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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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Indicator	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 2018/2019 School Year)	82.58%	86.72%	83.45%	N	3.27%	↑
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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 2018/2019 School Year)	1.65%	1.98%	1.22%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy	95.00%	N/A	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math	95.00%	N/A	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy	11.38%	N/A	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math	14.30%	N/A	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

0.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	63.86%	Y	N/A	↑
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Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	21.62%	N	9.44%	↑
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Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	1.23%	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	20.74%	20.74%	10.52%	N	10.22%	↑
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Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	10.52%	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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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	85.00%	N	6.56%	↓
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	61.11%	N	7.61%	↑
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	89.13%	N	3.25%	↓
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	55.55%	N	5.56%	↑
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	89.46%	N	2.67%	↓
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	74.07%	N	4.33%	↓

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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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	92.85%	N	1.99%	↑
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School Age (k-12) Rate	96.52%	96.45%	95.40%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	92.13%	N	7.87%	↓
School Age (k-12) Rate	99.29%	100.00%	99.58%	N	0.42%	↑

TRANSITION

Indicator 12: Early Childhood Transition
Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

93.88%	100.00%	N/A	N/A	N/A	---
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Indicator 13: Secondary Transition
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

71.26%	100.00%	81.81%	N	18.19%	↓
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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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Indicator	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 2018/2019 School Year)	82.58%	86.72%	89.28%	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 2018/2019 School Year)	1.65%	1.98%	0.49%	Y	N/A	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	59.20%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	9.49%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■■
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School Age (k-12) Rate	96.52%	96.45%	93.93%	N	2.52%	↑
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	13.04%	N	2.76%	↓
B. Enrolled in higher education or competitively employed within one year of leaving high school.	41.97%	51.49%	73.91%	Y	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.	48.45%	63.26%	78.26%	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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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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	84.61%	N	2.11%	↓
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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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%	29.50%	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
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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 2018/2019 school year)

0.38%	0%	<=4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	63.33%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	5.00%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	96.52%	96.45%	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

Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to 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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	83.33%	N	3.39%	↑
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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 2018/2019 School Year)	1.65%	1.98%	4.16%	N	2.18%	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	70.58%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	3.27%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	0.65%	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	20.74%	20.74%	N/A	N/A	N/A	—
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	—

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	98.63%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	100.00%	66.67%	N	33.33%	↓
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	77.77%	N	8.95%	↓
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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 2018/2019 School Year)	1.65%	1.98%	1.78%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

0.64%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	48.80%	N	8.14%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	4.00%	Y	N/A	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	96.49%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	75.00%	N	11.72%	↑
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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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%	29.50%	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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%	0%	<=4.00	Y	N/A	↔
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Required to 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	95.83%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	0.00%	Y	N/A	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■■
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School Age (k-12) Rate	96.52%	96.45%	0.00%	N	96.45%	
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>4.00	Y	N/A	↔
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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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	91.66%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

0.08%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	43.77%	N	13.17%	↑
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Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	7.83%	Y	N/A	↓
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Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	1.38%	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	20.74%	20.74%	N/A	N/A	N/A	■■
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Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	96.52%	96.45%	95.38%	N	1.07%	↓
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>4.00	Y	N/A	↔
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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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	76.84%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	4.21%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	■■
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	96.52%	96.45%	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

Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to 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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	0.00%	N	15.80%	↓
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	41.97%	51.49%	40.00%	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.	48.45%	63.26%	60.00%	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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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	↔

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	N/A	N/A	N/A	■■
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	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 2018/2019 school year)	0.38%	0%	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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE
Percent of students inside the regular classroom 80% or more of the day

56.94%

56.94%

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

12.18%

12.18%

N/A

N/A

N/A

■■■

Indicator 05-C: School Age LRE
Percent of students receiving special education services in other settings

2.01%

2.01%

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

20.74%

20.74%

32.03%

Y

N/A

↓

Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility

20.21%

20.21%

19.27%

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

88.70%

91.56%

99.39%

Y

N/A



Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional

63.66%

68.72%

74.74%

Y

N/A



Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills

59.53%

92.38%

98.29%

Y

N/A



Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills

48.27%

61.11%

64.64%

Y

N/A



Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors

90.68%

92.13%

99.32%

Y

N/A



Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors

70.18%

78.40%

84.84%

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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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
 Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	95.59%	Y	N/A	↑
School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
 Disproportionate representation of racial and ethnic groups in specific disability categories that 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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	100.00%	Y	N/A	↔
School Age (k-12) Rate	99.29%	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.

93.88%	100.00%	N/A	N/A	N/A	↓
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	■ ■

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	39.01%	N	17.93%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	7.69%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■■
School Age (k-12) Rate	96.52%	96.45%	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

Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to 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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	—
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	—
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Indicator 13: Secondary Transition
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	100.00%	50.00%	N	50.00%	↓
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	76.92%	N	9.80%	↓
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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 2018/2019 School Year)	1.65%	1.98%	1.44%	Y	N/A	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%	29.50%	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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%	0%	<=4.00	Y	N/A	↔
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Required to 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	48.96%	N	7.98%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	3.61%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	■■
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	95.09%	N	1.36%	↑
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	20.00%	Y	N/A	↑
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	41.97%	51.49%	40.00%	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.	48.45%	63.26%	40.00%	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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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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	90.90%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	60.34%	Y	N/A	↓
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Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	14.22%	N	2.04%	↓
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Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	0.00%	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	20.74%	20.74%	N/A	N/A	N/A	■■
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Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>4.00	Y	N/A	↔
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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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	95.00%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

-2.51%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE
Percent of students inside the regular classroom 80% or more of the day

56.94%

56.94%

70.62%

Y

N/A



Indicator 05-B: School Age LRE
Percent of students inside the regular classroom less than 40% of the day

12.18%

12.18%

4.24%

Y

N/A



Indicator 05-C: School Age LRE
Percent of students receiving special education services in other settings

2.01%

2.01%

0.28%

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

20.74%

20.74%

N/A

N/A

N/A



Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility

20.21%

20.21%

N/A

N/A

N/A



Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	98.00%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>4.00	Y	N/A	↔
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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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	0.00%	N	86.72%	↔
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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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	59.37%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	7.81%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	96.52%	96.45%	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

Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to 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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
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School Age (k-12) Rate	99.29%	100.00%	91.67%	N	8.33%	↓
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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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	75.00%	N	11.72%	↓
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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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	77.77%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	1.23%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	■■
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	96.52%	96.45%	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

Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to 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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	76.92%	N	9.80%	↓
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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 2018/2019 School Year)	1.65%	1.98%	2.08%	N	0.10%	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

0.41%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	74.07%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	11.11%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
 Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	96.52%	96.45%	0.00%	N	96.45%	
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
 Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>4.00	Y	N/A	↔
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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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	75.00%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	4.55%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	96.52%	96.45%	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

Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>4.00	Y	N/A	↔
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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

Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	66.66%	N	20.06%	↓
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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 2018/2019 School Year)	1.65%	1.98%	3.75%	N	1.77%	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	0.41%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			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 2018/2019 school year)	0.38%	0%	<=4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	62.80%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	13.53%	N	1.35%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	—
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	—

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■■
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School Age (k-12) Rate	96.52%	96.45%	92.85%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	—
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	—
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	52.38%	N	4.56%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	6.35%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	—
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	—

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■■
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School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	0.00%	N	15.80%	↓
B. Enrolled in higher education or competitively employed within one year of leaving high school.	41.97%	51.49%	66.67%	Y	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.	48.45%	63.26%	77.78%	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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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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	93.75%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	52.12%	N	4.82%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	4.26%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	—
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	—

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>4.00	Y	N/A	↔
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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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	---
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	---
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Indicator 13: Secondary Transition
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	55.62%	N	1.32%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	9.27%	Y	N/A	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	96.52%	96.45%	85.71%	N	10.74%	↓
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%	29.50%	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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%	0%	<=4.00	Y	N/A	↔
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Required to 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	59.88%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	9.30%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	1.45%	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	20.74%	20.74%	N/A	N/A	N/A	■■
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	96.52%	96.45%	94.28%	N	2.17%	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to 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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>4.00	Y	N/A	↔
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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

Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	100.00%	75.00%	N	25.00%	↓
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- A. Enrolled in higher education within one year of leaving high school.
- B. Enrolled in higher education or competitively employed within one year of leaving high school.
- C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	80.61%	N	6.11%	↓
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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 2018/2019 School Year)	1.65%	1.98%	2.06%	N	0.08%	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	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 2018/2019 school year)	0.38%	0%	>4.00	Y	N/A	
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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 identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	53.40%	N	3.54%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	6.48%	Y	N/A	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	1.86%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	96.52%	96.45%	92.92%	N	3.53%	↓
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>4.00	Y	N/A	↔
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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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	1.56%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	53.95%	N	2.99%	↑
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Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	5.76%	Y	N/A	↓
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Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	0.00%	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	20.74%	20.74%	N/A	N/A	N/A	■■
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Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	96.52%	96.45%	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

Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>4.00	Y	N/A	↔
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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

Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	80.00%	N	6.72%	↓
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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 2018/2019 School Year)	1.65%	1.98%	1.11%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	51.72%	N	5.22%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	10.34%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%	91.56%	N/A	N/A	N/A	■■
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**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%	68.72%	N/A	N/A	N/A	■■
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**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%	92.38%	N/A	N/A	N/A	■■
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**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%	61.11%	N/A	N/A	N/A	■■
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**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%	92.13%	N/A	N/A	N/A	■■
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**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>4.00	Y	N/A	↔
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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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	81.81%	N	4.91%	↑
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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 2018/2019 School Year)	1.65%	1.98%	3.22%	N	1.24%	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	61.18%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	4.64%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	1.68%	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	20.74%	20.74%	N/A	N/A	N/A	—
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	—

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■■
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School Age (k-12) Rate	96.52%	96.45%	80.95%	N	15.50%	↓
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>4.00	Y	N/A	↔
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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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	10.00%	N	5.80%	↓
B. Enrolled in higher education or competitively employed within one year of leaving high school.	41.97%	51.49%	60.00%	Y	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.	48.45%	63.26%	60.00%	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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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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	76.08%	N	10.64%	↓
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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 2018/2019 School Year)	1.65%	1.98%	1.52%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

0.12%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE
Percent of students inside the regular classroom 80% or more of the day

56.94%

56.94%

62.71%

Y

N/A



Indicator 05-B: School Age LRE
Percent of students inside the regular classroom less than 40% of the day

12.18%

12.18%

12.69%

N

0.51%



Indicator 05-C: School Age LRE
Percent of students receiving special education services in other settings

2.01%

2.01%

3.67%

N

1.67%



Note: Other settings includes Day Schools, Residential, and Hospital/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program
Percent of children receiving with the majority of special education services with their non-disabled peers

20.74%

20.74%

N/A

N/A

N/A

■■

Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility

20.21%

20.21%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	93.80%	N	2.65%	↑
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>4.00	Y	N/A	↔
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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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	—
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	—
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	1.28%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	49.72%	N	7.22%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	10.27%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	2.70%	N	0.70%	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	20.74%	20.74%	N/A	N/A	N/A	==
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	==

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	96.52%	96.45%	90.00%	N	6.45%	↓
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>4.00	Y	N/A	↔
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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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School	1.65%	1.98%	N/A	N/A	N/A	■■
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	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 2018/2019 school year)	0.38%	0%	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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	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	12.18%	12.18%	N/A	N/A	N/A	■■
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	16.82%	N	3.92%	↑
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	5.23%	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	88.70%	91.56%	71.75%	N	19.81%	↑
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	61.07%	N	7.65%	↓
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	77.44%	N	14.94%	↓
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	30.62%	N	30.49%	↓
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	75.30%	N	16.83%	↓
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	72.14%	N	6.26%	↓

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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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	89.89%	N	4.95%	↑
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School Age (k-12) Rate	96.52%	96.45%	N/A	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	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that 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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	100.00%	Y	N/A	↔
School Age (k-12) Rate	99.29%	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.

	93.88%	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.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	■ ■

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	██
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	██
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	██
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	██
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE
Percent of students inside the regular classroom 80% or more of the day

56.94%

56.94%

93.75%

Y

N/A



Indicator 05-B: School Age LRE
Percent of students inside the regular classroom less than 40% of the day

12.18%

12.18%

0.00%

Y

N/A



Indicator 05-C: School Age LRE
Percent of students receiving special education services in other settings

2.01%

2.01%

6.25%

N

4.25%



Note: Other settings includes Day Schools, Residential, and Hospital/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program
Percent of children receiving with the majority of special education services with their non-disabled peers

20.74%

20.74%

N/A

N/A

N/A



Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility

20.21%

20.21%

N/A

N/A

N/A



Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	0.00%	N	96.45%	
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	—
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School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	—
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Indicator 13: Secondary Transition
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	100.00%	50.00%	N	50.00%	↓
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

0.62%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	63.09%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	7.74%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	1.78%	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	20.74%	20.74%	N/A	N/A	N/A	■■
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	77.77%	N	8.95%	↓
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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 2018/2019 School Year)	1.65%	1.98%	0.93%	Y	N/A	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

>4.00

Y

N/A



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 identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	66.93%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	10.89%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■■
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School Age (k-12) Rate	96.52%	96.45%	91.66%	N	4.79%	↓
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>4.00	Y	N/A	↔
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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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	56.17%	N	0.77%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	3.37%	Y	N/A	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	1.12%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	96.52%	96.45%	87.50%	N	8.95%	↓
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>4.00	Y	N/A	↔
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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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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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Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	1.85%	N	-0.13%	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)	29.51%	29.50%	1.63%	N	0.27%	
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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 2018/2019 school year)	0.38%	0%	<=4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	54.28%	N	2.66%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	12.38%	N	0.20%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	96.52%	96.45%	95.23%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	—
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	—
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	56.94%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	12.50%	N	0.32%	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	3.47%	N	1.47%	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	20.74%	20.74%	N/A	N/A	N/A	==
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	==

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	96.52%	96.45%	96.00%	N	0.45%	↓
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	—
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	—
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	4.54%	N	2.56%	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	72.54%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	5.88%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■■
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School Age (k-12) Rate	96.52%	96.45%	96.66%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	—
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	—
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

20.00%

Y

N/A



B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

60.00%

Y

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.

48.45%

63.26%

60.00%

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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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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	81.25%	N	5.47%	↓
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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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	80.00%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	4.17%	Y	N/A	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	■■
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>4.00	Y	N/A	↔
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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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	79.31%	N	7.41%	↓
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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 2018/2019 School Year)	1.65%	1.98%	1.93%	N	-0.05%	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

-0.17%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	42.21%	N	14.73%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	20.07%	N	7.89%	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	2.94%	N	0.94%	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	20.74%	20.74%	N/A	N/A	N/A	■■
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	96.52%	96.45%	74.35%	N	22.10%	↓
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>4.00	Y	N/A	↔
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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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	N/A	N/A	N/A	■■
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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 2018/2019 school year)

0.38%

0%

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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	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	12.18%	12.18%	N/A	N/A	N/A	■■■
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	17.27%	N	3.47%	↓
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	24.74%	N	4.53%	↑

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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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	95.15%	Y	N/A	↑
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	72.55%	Y	N/A	↓
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	96.40%	Y	N/A	↑
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	39.62%	N	21.49%	↓
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	95.85%	Y	N/A	↑
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	77.80%	N	0.60%	↓

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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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	97.60%	Y	N/A	
School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that 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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	100.00%	Y	N/A	↔
School Age (k-12) Rate	99.29%	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.

93.88%	100.00%	N/A	N/A	N/A	↓
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	■ ■

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	9.09%	N	7.11%	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%	29.50%	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
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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 2018/2019 school year)

0.38%	0%	<=4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	50.90%	N	6.04%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	21.82%	N	9.64%	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	7.27%	N	5.27%	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	20.74%	20.74%	N/A	N/A	N/A	■■
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	75.00%	N	11.72%	↓
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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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

1.13%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	73.73%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	11.11%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	1.01%	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	20.74%	20.74%	N/A	N/A	N/A	—
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	—

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>4.00	Y	N/A	↔
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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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	■■
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	■■
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

0.66%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	66.17%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	12.50%	N	0.32%	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■■
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School Age (k-12) Rate	96.52%	96.45%	96.23%	N	0.22%	↓
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	1.36%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

0.26%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	36.38%	N	20.56%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	14.61%	N	2.43%	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	96.52%	96.45%	88.88%	N	7.57%	↓
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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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>4.00	Y	N/A	↔
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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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.

10.90%

15.80%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

41.97%

51.49%

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.

48.45%

63.26%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	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 2018/2019 School Year)	1.65%	1.98%	3.44%	N	1.46%	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%	29.50%	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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%	0%	<=4.00	Y	N/A	↔
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Required to 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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	77.61%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	0.00%	Y	N/A	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	■■
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	88.70%	91.56%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	63.66%	68.72%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	59.53%	92.38%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	48.27%	61.11%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.68%	92.13%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	70.18%	78.40%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	96.52%	96.45%	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

Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to 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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	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.	41.97%	51.49%	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.	48.45%	63.26%	N/A	N/A	N/A	■■
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔

Indicator	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 2018/2019 School Year)	82.58%	86.72%	82.35%	N	4.37%	↑
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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 2018/2019 School Year)	1.65%	1.98%	1.40%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy		95.00%	N/A	N/A	N/A	---
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Indicator 03-B: Assessment Participation Rate: Math		95.00%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Literacy		11.38%	N/A	N/A	N/A	---
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Indicator 03-C: Assessment Proficiency Rate: Math		14.30%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2018/2019 school year)

29.51%

29.50%

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

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2018/2019 school year)

0.38%

0%

<=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 inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	56.94%	56.94%	71.66%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	12.18%	12.18%	14.44%	N	2.26%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.01%	2.01%	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	20.74%	20.74%	N/A	N/A	N/A	██
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	20.21%	20.21%	N/A	N/A	N/A	██

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

88.70%

91.56%

N/A

N/A

N/A

■■

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

63.66%

68.72%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

59.53%

92.38%

N/A

N/A

N/A

■■

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

48.27%

61.11%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

90.68%

92.13%

N/A

N/A

N/A

■■

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

70.18%

78.40%

N/A

N/A

N/A

■■

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
 Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	91.12%	94.84%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	96.52%	96.45%	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 inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
 Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.68%	100.00	N/A	N/A	N/A	■■
School Age (k-12) Rate	99.29%	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.

	93.88%	100.00%	N/A	N/A	N/A	■■
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	71.26%	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.	10.90%	15.80%	0.00%	N	15.80%	↓
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	41.97%	51.49%	54.55%	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.	48.45%	63.26%	54.55%	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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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	↔