



# LOCAL EDUCATION AGENCY SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

In accordance with IDEA, the Office of Special Education is required annually to report on local education agencies (LEA) performance against the state targets outline in the Special Education State Performance Plan (SPP).

Some data used in the report are a year in arrears due to availability and/or an additional requirement to review policies, procedures, and practices.

Additionally, some indicators are not applicable to all LEAs due to the structure of the special education program and the grade levels served.

0101 : DEWITT SCHOOL DISTRICT

2020 - 21 Annual Performance Report

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represent the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
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Indicator 01: Graduation:  
Percent of youth with  
Individualized Education  
Programs (IEPs) exiting from  
high school with a regular high  
school diploma.

88.00%

90.86%

0.00%

N

88.00%



(Data is from the 2019/2020  
School Year)

Indicator 02: Dropout:  
Percent of youth with IEPs  
dropping out of high school.

10.00%

7.28%

9.09%

Y

N/A



(Data is from the 2019/2020  
School Year)

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	91.67%	N	3.33%	↑
Grade HS	95.00%	93.00%	87.50%	N	7.50%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	91.67%	N	3.33%	↑
Grade HS	95.00%	93.85%	87.50%	N	7.50%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	6.25%	N	7.98%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	5.56%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	100.00%	Y	N/A	↑
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	33.33%	Y	N/A	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	66.67%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	37.21%	N	1.97%	↑
Grade 08	42.75%	38.65%	47.71%	N	4.96%	↑
Grade HS	37.35%	33.97%	44.24%	N	6.89%	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	34.45%	N	0.62%	↑
Grade 08	40.12%	32.67%	58.72%	N	18.60%	↑
Grade HS	28.24%	21.68%	24.75%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	39.84%	N	17.48%	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	9.38%	Y	N/A	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

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

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

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

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

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

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	82.22%	N	11.83%	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

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

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

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

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.



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

#### Indicator 11: Child Find

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

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	100.00%	98.85%	96.42%	N	3.58%	↓
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### TRANSITION

#### Indicator 12: Early Childhood Transition

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

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

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

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

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

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

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

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

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

13.06%

13.09%

N/A

N/A

N/A

■ ■

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

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

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

State Indicator: Timely and Accurate Data.

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

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	77.77%	N	10.23%	↓
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	22.22%	N	12.22%	↑

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	96.67%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	96.67%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	11.11%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	3.70%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	100.00%	Y	N/A	↑
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	14.89%	Y	N/A	↑
Grade 08	42.75%	38.65%	32.81%	Y	N/A	↑
Grade HS	37.35%	33.97%	14.71%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	29.79%	Y	N/A	↑
Grade 08	40.12%	32.67%	25.78%	Y	N/A	↑
Grade HS	28.24%	21.68%	19.30%	Y	N/A	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

0.32%

Y

N/A



Required 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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	65.00%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	16.36%	N	4.70%	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	0.45%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

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

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

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

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

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

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	95.24%	Y	N/A	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

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

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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%	>3.00	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 Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

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

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

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

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

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

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

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

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

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

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

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

13.06%

13.09%

22.22%

Y

N/A



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

49.21%

52.99%

88.89%

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.

59.89%

56.54%

88.89%

Y

N/A



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

State Indicator: Timely and Accurate Data.

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

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	92.85%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	7.14%	Y	N/A	↑

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	8.33%	N	5.90%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑



## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	27.52%	Y	N/A	↑
Grade 08	42.75%	38.65%	21.88%	Y	N/A	↑
Grade HS	37.35%	33.97%	28.51%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	25.60%	Y	N/A	↑
Grade 08	40.12%	32.67%	10.94%	Y	N/A	↑
Grade HS	28.24%	21.68%	15.00%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	73.62%	Y	N/A	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	10.44%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	0.54%	Y	N/A	↑
Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools						

**LEAST RESTRICTIVE ENVIRONMENT (PreSchool)**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

--

Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

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Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

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

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

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

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

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

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	98.44%	Y	N/A	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

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

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

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

0.00%	0.00%	<=3.00	Y	N/A	↓
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

#### Indicator 11: Child Find

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

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

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

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

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

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

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

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

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

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

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

13.06%

13.09%

N/A

N/A

N/A

■ ■

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

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■



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

State Indicator: Timely and Accurate Data.

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

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↓

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	95.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	95.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	17.02%	Y	N/A	↑
Grade 08	42.75%	38.65%	30.87%	Y	N/A	↑
Grade HS	37.35%	33.97%	31.25%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	26.24%	Y	N/A	↑
Grade 08	40.12%	32.67%	24.16%	Y	N/A	↑
Grade HS	28.24%	21.68%	16.25%	Y	N/A	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	74.13%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	5.17%	Y	N/A	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	0.57%	Y	N/A	↑
Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools						

## LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

--

Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

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Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

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

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

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

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

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

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	97.14%	Y	N/A	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

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

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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%	<=3.00	Y	N/A	↓
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

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

#### Indicator 11: Child Find

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

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

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

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

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

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

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

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

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

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

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

13.06%

13.09%

N/A

N/A

N/A

■ ■

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

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

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

State Indicator: Timely and Accurate Data.

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

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↔
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	11.11%	Y	N/A	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	22.22%	Y	N/A	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	41.07%	N	5.83%	↑
Grade 08	42.75%	38.65%	35.66%	Y	N/A	↑
Grade HS	37.35%	33.97%	39.09%	N	1.74%	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	39.29%	N	5.46%	↑
Grade 08	40.12%	32.67%	19.71%	Y	N/A	↑
Grade HS	28.24%	21.68%	23.85%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.



## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.

57.32%

58.83%

70.40%

Y

N/A



Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.

12.08%

11.66%

5.10%

Y

N/A



Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings

1.99%

1.92%

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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

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Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

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Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

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

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

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

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

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

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	89.19%	N	4.86%	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

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

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

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

0.00%	0.00%	<=3.00	Y	N/A	↓
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

#### Indicator 11: Child Find

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

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	—
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

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

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

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

100.00%	84.34%	100.00%	Y	N/A	↑
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

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

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

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

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

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

13.06%

13.09%

N/A

N/A

N/A

■ ■

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

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

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

State Indicator: Timely and Accurate Data.

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

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	93.33%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	6.66%	Y	N/A	↑



## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	89.29%	N	5.71%	↑
Grade HS	95.00%	93.00%	97.01%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	89.29%	N	5.71%	↑
Grade HS	95.00%	93.85%	97.06%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	11.76%	Y	N/A	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	3.28%	N	0.28%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	19.61%	Y	N/A	↑
Grade 08	3.54%	3.54%	4.17%	Y	N/A	↑
Grade HS	2.58%	2.58%	1.61%	N	0.97%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	100.00%	Y	N/A	↑
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	100.00%	Y	N/A	↑
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	35.99%	N	0.75%	↑
Grade 08	42.75%	38.65%	46.69%	N	3.94%	↑
Grade HS	37.35%	33.97%	38.28%	N	0.93%	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	30.57%	Y	N/A	↑
Grade 08	40.12%	32.67%	40.02%	Y	N/A	↑
Grade HS	28.24%	21.68%	25.43%	Y	N/A	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.

57.32%

58.83%

72.32%

Y

N/A



Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.

12.08%

11.66%

7.20%

Y

N/A



Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings

1.99%

1.92%

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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

--

Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

--

Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

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

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

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

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

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

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	91.67%	N	2.38%	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

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

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

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

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

#### Indicator 11: Child Find

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

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	—
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

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

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

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

100.00%	84.34%	100.00%	Y	N/A	↑
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

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

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

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

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

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

13.06%

13.09%

N/A

N/A

N/A

■■

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

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■■

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

State Indicator: Timely and Accurate Data.

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

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	88.89%	N	6.11%	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	90.00%	N	5.00%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	88.89%	N	6.11%	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	90.00%	N	5.00%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	14.29%	Y	N/A	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	14.29%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	0.00%	N	30.57%	↑
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	17.97%	Y	N/A	↑
Grade 08	42.75%	38.65%	35.90%	Y	N/A	↑
Grade HS	37.35%	33.97%	41.33%	N	3.98%	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	29.46%	Y	N/A	↑
Grade 08	40.12%	32.67%	25.64%	Y	N/A	↑
Grade HS	28.24%	21.68%	21.33%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	56.75%	N	0.57%	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	16.22%	N	4.56%	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--



## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

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

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

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

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

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

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	78.95%	N	15.10%	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

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

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

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

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

#### Indicator 11: Child Find

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

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

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

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

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

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

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

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

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

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

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

13.06%

13.09%

N/A

N/A

N/A

■ ■

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

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

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

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate

100%

100%

N/A

N/A

N/A

■■

School Age (k-12) Rate

100%

100%

100%

Y

N/A

↔

## GRADUATION &amp; DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	95.93%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	4.06%	Y	N/A	↑

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	97.70%	Y	N/A	↑
Grade 08	95.00%	95.28%	98.01%	Y	N/A	↑
Grade HS	95.00%	93.00%	93.28%	N	1.72%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	97.70%	Y	N/A	↑
Grade 08	95.00%	95.75%	98.01%	Y	N/A	↑
Grade HS	95.00%	93.85%	93.28%	N	1.72%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	16.67%	Y	N/A	↑
Grade 08	4.46%	4.46%	10.14%	Y	N/A	↑
Grade HS	3.56%	3.56%	8.09%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	24.07%	Y	N/A	↑
Grade 08	3.54%	3.54%	7.25%	Y	N/A	↑
Grade HS	2.58%	2.58%	8.51%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	37.50%	Y	N/A	↑
Grade 08	15.00%	15.00%	40.00%	Y	N/A	↑
Grade HS	11.21%	11.21%	20.00%	Y	N/A	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	20.00%	Y	N/A	↑
Grade HS	15.21%	15.21%	26.67%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	41.33%	N	6.09%	↑
Grade 08	42.75%	38.65%	54.96%	N	12.21%	↑
Grade HS	37.35%	33.97%	50.03%	N	12.68%	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	42.93%	N	9.10%	↑
Grade 08	40.12%	32.67%	53.18%	N	13.06%	↑
Grade HS	28.24%	21.68%	39.30%	N	11.06%	↑



## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

0.46%

Y

N/A



Required 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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.

57.32%

58.83%

68.93%

Y

N/A



Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.

12.08%

11.66%

12.39%

N

0.73%



Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings

1.99%

1.92%

0.74%

Y

N/A



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

## LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

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Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

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Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

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

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

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

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

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

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	90.50%	N	3.55%	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

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

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

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

0.00%	0.00%	>3.00	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 Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

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

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	—
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

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

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

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

100.00%	84.34%	100.00%	Y	N/A	↑
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

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

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

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

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

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

13.06%

13.09%

N/A

N/A

N/A

■ ■

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

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

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

State Indicator: Timely and Accurate Data.

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



## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	83.33%	N	11.67%	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	92.86%	N	2.14%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	83.33%	N	11.67%	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	92.86%	N	2.14%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	16.67%	Y	N/A	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	16.67%	Y	N/A	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	100.00%	Y	N/A	↑
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	100.00%	Y	N/A	↑
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	16.13%	Y	N/A	↑
Grade 08	42.75%	38.65%	27.78%	Y	N/A	↑
Grade HS	37.35%	33.97%	19.48%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	32.26%	Y	N/A	↑
Grade 08	40.12%	32.67%	8.33%	Y	N/A	↑
Grade HS	28.24%	21.68%	7.79%	Y	N/A	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	69.41%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	5.88%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	2.35%	N	1.35%	↓
Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools						

## LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

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

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

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

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

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

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↔

## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

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

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

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

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.



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

#### Indicator 11: Child Find

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

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

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

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

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

100.00%	84.34%	100.00%	Y	N/A	↑
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Post-School Outcomes

#### Indicator 14: Post-School Outcomes

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

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

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

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

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

13.06%

13.09%

0.00%

N

13.06%



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

49.21%

52.99%

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.

59.89%

56.54%

50.00%

N

9.89%



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

State Indicator: Timely and Accurate Data.

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

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	93.75%	Y	N/A	↔
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	93.10%	N	1.90%	↑
Grade 08	95.00%	95.28%	94.74%	N	0.26%	↑
Grade HS	95.00%	93.00%	95.24%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	94.74%	N	0.26%	↑
Grade HS	95.00%	93.85%	95.24%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	3.85%	N	2.83%	↑
Grade 08	4.46%	4.46%	11.76%	Y	N/A	↑
Grade HS	3.56%	3.56%	10.53%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	14.29%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	21.05%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	100.00%	Y	N/A	↑
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	33.55%	Y	N/A	↑
Grade 08	42.75%	38.65%	27.75%	Y	N/A	↑
Grade HS	37.35%	33.97%	35.40%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	25.89%	Y	N/A	↑
Grade 08	40.12%	32.67%	45.16%	N	5.04%	↑
Grade HS	28.24%	21.68%	6.96%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	66.34%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	9.76%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

--

Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

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Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

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

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

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

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

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

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	90.00%	N	4.05%	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

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

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

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

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

#### Indicator 11: Child Find

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

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

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

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

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

100.00%	84.34%	100.00%	Y	N/A	↑
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

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

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

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

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

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

13.06%

13.09%

N/A

N/A

N/A

■ ■

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

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

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

State Indicator: Timely and Accurate Data.

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

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	88.23%	Y	N/A	↓
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	11.76%	N	1.76%	↑

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	93.02%	N	1.98%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	93.02%	N	1.98%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	5.56%	N	1.12%	↑
Grade 08	4.46%	4.46%	7.14%	Y	N/A	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	5.56%	N	8.67%	↑
Grade 08	3.54%	3.54%	21.43%	Y	N/A	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑



## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	0.00%	N	30.57%	↑
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	38.24%	N	3.00%	↑
Grade 08	42.75%	38.65%	55.27%	N	12.52%	↑
Grade HS	37.35%	33.97%	44.40%	N	7.05%	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	42.16%	N	8.33%	↑
Grade 08	40.12%	32.67%	40.32%	N	0.20%	↑
Grade HS	28.24%	21.68%	38.27%	N	10.03%	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

0.33%

Y

N/A



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

N

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

N

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

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races.  
(Data from 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	57.91%	Y	N/A	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	8.33%	Y	N/A	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

--

Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

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Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

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

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

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

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

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

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

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

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

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

0.00%	0.00%	>3.00	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 Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

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

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	100.00%	98.85%	86.66%	N	13.34%	↓
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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.

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

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

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

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

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

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

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

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

13.06%

13.09%

N/A

N/A

N/A

■ ■

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

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■



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

State Indicator: Timely and Accurate Data.

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

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	95.52%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	4.47%	Y	N/A	↑

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	99.41%	Y	N/A	↑
Grade 08	95.00%	95.28%	96.08%	Y	N/A	↑
Grade HS	95.00%	93.00%	97.86%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	99.41%	Y	N/A	↑
Grade 08	95.00%	95.75%	96.08%	Y	N/A	↑
Grade HS	95.00%	93.85%	98.21%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	5.41%	N	1.27%	↑
Grade 08	4.46%	4.46%	10.22%	Y	N/A	↑
Grade HS	3.56%	3.56%	7.98%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	21.62%	Y	N/A	↑
Grade 08	3.54%	3.54%	2.92%	N	0.62%	↑
Grade HS	2.58%	2.58%	4.92%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	40.00%	Y	N/A	↑
Grade 08	15.00%	15.00%	10.00%	N	5.00%	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	10.00%	N	1.50%	↑
Grade 08	12.04%	12.04%	10.00%	N	2.04%	↑
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	38.48%	N	3.24%	↑
Grade 08	42.75%	38.65%	41.49%	Y	N/A	↑
Grade HS	37.35%	33.97%	35.49%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	39.46%	N	5.63%	↑
Grade 08	40.12%	32.67%	37.97%	Y	N/A	↑
Grade HS	28.24%	21.68%	23.64%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

0.02%

Y

N/A



Required 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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	49.27%	N	8.05%	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	15.05%	N	3.39%	↔
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

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

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

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

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

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

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	94.05%	Y	N/A	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

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

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

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

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

#### Indicator 11: Child Find

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

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

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

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

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

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

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

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

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

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

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

13.06%

13.09%

N/A

N/A

N/A

■ ■

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

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

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

State Indicator: Timely and Accurate Data.

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

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↓

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	92.98%	N	2.02%	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	92.98%	N	2.02%	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	8.11%	Y	N/A	↑
Grade 08	4.46%	4.46%	10.42%	Y	N/A	↑
Grade HS	3.56%	3.56%	2.74%	N	0.82%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	24.32%	Y	N/A	↑
Grade 08	3.54%	3.54%	6.25%	Y	N/A	↑
Grade HS	2.58%	2.58%	4.11%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	100.00%	Y	N/A	↑
Grade 08	15.00%	15.00%	40.00%	Y	N/A	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	100.00%	Y	N/A	↑
Grade 08	12.04%	12.04%	20.00%	Y	N/A	↑
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	30.21%	Y	N/A	↑
Grade 08	42.75%	38.65%	34.33%	Y	N/A	↑
Grade HS	37.35%	33.97%	34.53%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	27.70%	Y	N/A	↑
Grade 08	40.12%	32.67%	36.39%	Y	N/A	↑
Grade HS	28.24%	21.68%	29.53%	N	1.29%	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

0.35%

Y

N/A



Required 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 2019/2020 school year)

0.00%

0.00%

&lt;=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.



## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	76.01%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	7.05%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	4.40%	N	3.40%	↑
Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools						

## LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

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

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

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

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

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

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	87.50%	N	6.55%	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

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

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

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

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

#### Indicator 11: Child Find

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

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	==
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	==
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#### Indicator 13: Secondary Transition

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

100.00%	84.34%	N/A	N/A	N/A	==
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

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

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

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

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

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

13.06%

13.09%

N/A

N/A

N/A

■ ■

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

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

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

State Indicator: Timely and Accurate Data.

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

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	93.75%	Y	N/A	↓
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	6.25%	Y	N/A	↑



## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	96.15%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	96.15%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	12.50%	Y	N/A	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	2.13%	N	1.43%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	25.00%	Y	N/A	↑
Grade 08	3.54%	3.54%	7.41%	Y	N/A	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	0.00%	N	30.57%	↑
Grade 08	15.00%	15.00%	100.00%	Y	N/A	↑
Grade HS	11.21%	11.21%	33.33%	Y	N/A	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	100.00%	Y	N/A	↑
Grade HS	15.21%	15.21%	33.33%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	26.54%	Y	N/A	↑
Grade 08	42.75%	38.65%	49.16%	N	6.41%	↑
Grade HS	37.35%	33.97%	38.59%	N	1.24%	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	26.34%	Y	N/A	↑
Grade 08	40.12%	32.67%	40.64%	N	0.52%	↑
Grade HS	28.24%	21.68%	25.15%	Y	N/A	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

0.04%

Y

N/A



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

N

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

N

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

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races.  
(Data from 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	68.45%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	11.04%	Y	N/A	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

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

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

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

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

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

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	94.73%	Y	N/A	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

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

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

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

#### Indicator 11: Child Find

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

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	—
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

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

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

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

100.00%	84.34%	60.00%	N	40.00%	↓
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

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

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

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

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

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

13.06%

13.09%

N/A

N/A

N/A

■■

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

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■■

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

State Indicator: Timely and Accurate Data.

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

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	85.71%	N	2.29%	↓
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	14.28%	N	4.28%	↑

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	92.31%	N	2.69%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	96.15%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	25.00%	Y	N/A	↑
Grade 08	4.46%	4.46%	6.67%	Y	N/A	↑
Grade HS	3.56%	3.56%	8.33%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	25.00%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	8.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	30.56%	Y	N/A	↑
Grade 08	42.75%	38.65%	58.43%	N	15.68%	↑
Grade HS	37.35%	33.97%	44.38%	N	7.03%	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	27.50%	Y	N/A	↑
Grade 08	40.12%	32.67%	50.94%	N	10.82%	↑
Grade HS	28.24%	21.68%	28.27%	N	0.03%	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	76.03%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	0.00%	Y	N/A	↔
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	0.82%	Y	N/A	↑
Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools						

## LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

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Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

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Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

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

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

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

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

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

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	None Returned	N/A	N/A	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

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

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

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

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

#### Indicator 11: Child Find

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

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

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

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

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

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

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

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

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

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

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

13.06%

13.09%

0.00%

N

13.06%



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

49.21%

52.99%

42.86%

N

6.35%



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

59.89%

56.54%

42.86%

N

17.03%



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

State Indicator: Timely and Accurate Data.

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

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↔
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	100.00%	Y	N/A	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	16.67%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	100.00%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	16.67%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	-39.00%	Y	N/A	↑
Grade 08	42.75%	38.65%	54.55%	N	11.80%	↑
Grade HS	37.35%	33.97%	46.88%	N	9.53%	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	-24.00%	Y	N/A	↑
Grade 08	40.12%	32.67%	44.44%	N	4.32%	↑
Grade HS	28.24%	21.68%	26.04%	Y	N/A	↑



## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	90.12%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	0.00%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

--

Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

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Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

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

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

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

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

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

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

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

0.00%	0.00%	>3.00	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%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

#### Indicator 11: Child Find

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

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	—
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School Age (k-12) Rate	100.00%	98.85%	95.65%	N	4.35%	↑
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### TRANSITION

#### Indicator 12: Early Childhood Transition

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

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

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

100.00%	84.34%	N/A	N/A	N/A	—
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

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

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

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

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

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

13.06%

13.09%

N/A

N/A

N/A

■■

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

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■■

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

State Indicator: Timely and Accurate Data.

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



## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↓

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	87.50%	N	7.50%	↑
Grade 08	95.00%	95.28%	85.71%	N	9.29%	↑
Grade HS	95.00%	93.00%	89.80%	N	5.20%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	91.67%	N	3.33%	↑
Grade 08	95.00%	95.75%	82.14%	N	12.86%	↑
Grade HS	95.00%	93.85%	93.88%	N	1.12%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	15.00%	Y	N/A	↑
Grade 08	4.46%	4.46%	4.55%	Y	N/A	↑
Grade HS	3.56%	3.56%	16.67%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	19.05%	Y	N/A	↑
Grade 08	3.54%	3.54%	9.52%	Y	N/A	↑
Grade HS	2.58%	2.58%	4.55%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	0.00%	N	30.57%	↑
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	50.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	11.00%	Y	N/A	↑
Grade 08	42.75%	38.65%	31.33%	Y	N/A	↑
Grade HS	37.35%	33.97%	22.29%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	13.85%	Y	N/A	↑
Grade 08	40.12%	32.67%	13.64%	Y	N/A	↑
Grade HS	28.24%	21.68%	8.39%	Y	N/A	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	94.10%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	3.65%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

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

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

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

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

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

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	88.23%	N	5.82%	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

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

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

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

0.00%	0.00%	<=3.00	Y	N/A	↓
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.



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

#### Indicator 11: Child Find

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

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	—
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School Age (k-12) Rate	100.00%	98.85%	96.87%	N	3.13%	↑
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### TRANSITION

#### Indicator 12: Early Childhood Transition

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

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

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

100.00%	84.34%	N/A	N/A	N/A	—
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

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

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

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

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

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

13.06%

13.09%

7.69%

N

5.37%



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

49.21%

52.99%

46.15%

N

3.06%



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

59.89%

56.54%

46.15%

N

13.74%



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

State Indicator: Timely and Accurate Data.

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

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	N/A	N/A	N/A	—
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	N/A	N/A	N/A	---
Grade 08	95.00%	95.28%	N/A	N/A	N/A	---
Grade HS	95.00%	93.00%	N/A	N/A	N/A	---

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	N/A	N/A	N/A	---
Grade 08	95.00%	95.75%	N/A	N/A	N/A	---
Grade HS	95.00%	93.85%	N/A	N/A	N/A	---

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	N/A	N/A	N/A	---
Grade 08	4.46%	4.46%	N/A	N/A	N/A	---
Grade HS	3.56%	3.56%	N/A	N/A	N/A	---

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	N/A	N/A	N/A	---
Grade 08	3.54%	3.54%	N/A	N/A	N/A	---
Grade HS	2.58%	2.58%	N/A	N/A	N/A	---

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	N/A	N/A	N/A	—
Grade 08	42.75%	38.65%	N/A	N/A	N/A	—
Grade HS	37.35%	33.97%	N/A	N/A	N/A	—

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	N/A	N/A	N/A	—
Grade 08	40.12%	32.67%	N/A	N/A	N/A	—
Grade HS	28.24%	21.68%	N/A	N/A	N/A	—

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	100.00%	Y	N/A	==
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	0.00%	Y	N/A	==
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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)**

<b>Indicator</b>	<b>State Target</b>	<b>State Rate</b>	<b>LEA Rate</b>	<b>Target Met by LEA</b>	<b>LEA Difference from Target</b>	<b>Year to Year LEA Rate Change</b>
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

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

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

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

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

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

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	■ ■
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

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

0.00%	0.00%	>3.00	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	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

#### Indicator 11: Child Find

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

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	■■
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### TRANSITION

#### Indicator 12: Early Childhood Transition

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

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

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

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

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

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

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

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

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

13.06%

13.09%

N/A

N/A

N/A

■ ■

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

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

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

State Indicator: Timely and Accurate Data.

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

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↔
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	11.11%	Y	N/A	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	11.11%	Y	N/A	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑



## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	50.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	21.43%	Y	N/A	↑
Grade 08	42.75%	38.65%	17.09%	Y	N/A	↑
Grade HS	37.35%	33.97%	58.33%	N	20.98%	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	21.43%	Y	N/A	↑
Grade 08	40.12%	32.67%	27.35%	Y	N/A	↑
Grade HS	28.24%	21.68%	33.33%	N	5.09%	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	63.44%	Y	N/A	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	0.00%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

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

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

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

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

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

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	96.59%	Y	N/A	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

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

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

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

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

#### Indicator 11: Child Find

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

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

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

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

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

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

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

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

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

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

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

13.06%

13.09%

N/A

N/A

N/A

■ ■

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

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■



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

State Indicator: Timely and Accurate Data.

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

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	87.50%	N	0.50%	↓
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	12.50%	N	2.50%	↑

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	95.45%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	95.45%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	5.00%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	8.33%	N	5.90%	↑
Grade 08	3.54%	3.54%	22.22%	Y	N/A	↑
Grade HS	2.58%	2.58%	5.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	100.00%	Y	N/A	↑
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	50.00%	Y	N/A	↑
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	50.00%	N	14.76%	↑
Grade 08	42.75%	38.65%	65.48%	N	22.73%	↑
Grade HS	37.35%	33.97%	53.39%	N	16.04%	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	52.38%	N	18.55%	↑
Grade 08	40.12%	32.67%	31.90%	Y	N/A	↑
Grade HS	28.24%	21.68%	27.85%	Y	N/A	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	69.76%	Y	N/A	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	10.85%	Y	N/A	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

--

Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

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Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

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

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

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

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

89.16%

87.32%

N/A

N/A

N/A

■■

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

66.32%

62.57%

N/A

N/A

N/A

■■

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

89.98%

87.98%

N/A

N/A

N/A

■■

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

57.17%

47.93%

N/A

N/A

N/A

■■

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

90.71%

88.85%

N/A

N/A

N/A

■■

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

75.95%

70.08%

N/A

N/A

N/A

■■



## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

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

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	94.73%	Y	N/A	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

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

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

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

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

#### Indicator 11: Child Find

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

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

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

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

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

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

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

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

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

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

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

13.06%

13.09%

N/A

N/A

N/A

■ ■

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

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

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

State Indicator: Timely and Accurate Data.

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

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↓

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	16.13%	Y	N/A	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	5.41%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	32.26%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	2.70%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	0.00%	N	30.57%	↑
Grade 08	15.00%	15.00%	20.00%	Y	N/A	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	33.33%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	38.69%	N	3.45%	↑
Grade 08	42.75%	38.65%	66.67%	N	23.92%	↑
Grade HS	37.35%	33.97%	46.37%	N	9.02%	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	32.21%	Y	N/A	↑
Grade 08	40.12%	32.67%	49.75%	N	9.63%	↑
Grade HS	28.24%	21.68%	36.13%	N	7.89%	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

-0.09%

Y

N/A



Required 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 2019/2020 school year)

0.00%

0.00%

&lt;=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.



## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	59.01%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	12.79%	N	1.13%	↔
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	0.29%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	47.17%	Y	N/A	↑
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	0.00%	Y	N/A	↔
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	0.00%	Y	N/A	↑

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

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

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

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

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

89.16%

87.32%

65.52%

N

23.64%



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

66.32%

62.57%

45.45%

N

20.87%



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

89.98%

87.98%

46.43%

N

43.55%



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

57.17%

47.93%

36.36%

N

20.81%



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

90.71%

88.85%

66.67%

N

24.04%



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

75.95%

70.08%

66.67%

N

9.28%



## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

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

Early Childhood (3-5) Rate	89.94%	90.55%	88.57%	N	1.37%	↑
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School Age (k-12) Rate	94.05%	96.23%	98.95%	Y	N/A	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

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

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

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

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

#### Indicator 11: Child Find

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

Early Childhood (3-5) Rate	100.00	99.79%	100.00%	Y	N/A	↔
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School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔
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### TRANSITION

#### Indicator 12: Early Childhood Transition

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

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

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

100.00%	84.34%	N/A	N/A	N/A	---
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

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

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

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

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

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

13.06%

13.09%

N/A

N/A

N/A

■ ■

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

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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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## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↔
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↓



## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	100.00%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	100.00%	Y	N/A	↑
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	60.00%	N	24.76%	↑
Grade 08	42.75%	38.65%	28.57%	Y	N/A	↑
Grade HS	37.35%	33.97%	46.03%	N	8.68%	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	-45.00%	Y	N/A	↑
Grade 08	40.12%	32.67%	20.00%	Y	N/A	↑
Grade HS	28.24%	21.68%	23.81%	Y	N/A	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	65.51%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	5.17%	Y	N/A	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

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

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

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

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

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

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↔

## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

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

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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%	<=3.00	Y	N/A	↓
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

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

#### Indicator 11: Child Find

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

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

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

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

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

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

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

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

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

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

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

13.06%

13.09%

N/A

N/A

N/A

■ ■

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

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

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

State Indicator: Timely and Accurate Data.

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

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↓

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	11.11%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	22.22%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	49.02%	N	13.78%	↑
Grade 08	42.75%	38.65%	65.15%	N	22.40%	↑
Grade HS	37.35%	33.97%	54.58%	N	17.23%	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	50.98%	N	17.15%	↑
Grade 08	40.12%	32.67%	71.21%	N	31.09%	↑
Grade HS	28.24%	21.68%	27.41%	Y	N/A	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	57.54%	Y	N/A	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	6.60%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--



## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

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

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

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

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

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

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	97.82%	Y	N/A	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

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

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

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

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

#### Indicator 11: Child Find

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

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

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

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

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

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

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

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

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

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

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

13.06%

13.09%

N/A

N/A

N/A

■ ■

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

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

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

State Indicator: Timely and Accurate Data.

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

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↔
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	90.91%	N	4.09%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	90.91%	N	4.09%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	40.00%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	21.74%	Y	N/A	↑
Grade 08	42.75%	38.65%	37.04%	Y	N/A	↑
Grade HS	37.35%	33.97%	35.71%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	-5.22%	Y	N/A	↑
Grade 08	40.12%	32.67%	14.81%	Y	N/A	↑
Grade HS	28.24%	21.68%	14.29%	Y	N/A	↑



## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

0.38%

Y

N/A



Required 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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	73.68%	Y	N/A	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	0.00%	Y	N/A	↔
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	7.01%	N	6.01%	↑
Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools						

## LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

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

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

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

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

89.16%

87.32%

N/A

N/A

N/A

■■

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

66.32%

62.57%

N/A

N/A

N/A

■■

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

89.98%

87.98%

N/A

N/A

N/A

■■

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

57.17%

47.93%

N/A

N/A

N/A

■■

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

90.71%

88.85%

N/A

N/A

N/A

■■

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

75.95%

70.08%

N/A

N/A

N/A

■■

## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

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

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	87.50%	N	6.55%	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

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

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

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

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

#### Indicator 11: Child Find

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

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

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

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

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

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

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

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

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

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

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

13.06%

13.09%

N/A

N/A

N/A

■ ■

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

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

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

State Indicator: Timely and Accurate Data.

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



## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	N/A	N/A	N/A	—
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	N/A	N/A	N/A	██
Grade 08	95.00%	95.28%	N/A	N/A	N/A	██
Grade HS	95.00%	93.00%	N/A	N/A	N/A	██

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	N/A	N/A	N/A	██
Grade 08	95.00%	95.75%	N/A	N/A	N/A	██
Grade HS	95.00%	93.85%	N/A	N/A	N/A	██

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	N/A	N/A	N/A	██
Grade 08	4.46%	4.46%	N/A	N/A	N/A	██
Grade HS	3.56%	3.56%	N/A	N/A	N/A	██

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	N/A	N/A	N/A	██
Grade 08	3.54%	3.54%	N/A	N/A	N/A	██
Grade HS	2.58%	2.58%	N/A	N/A	N/A	██

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	---
Grade 08	15.00%	15.00%	N/A	N/A	N/A	---
Grade HS	11.21%	11.21%	N/A	N/A	N/A	---

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	---
Grade 08	12.04%	12.04%	N/A	N/A	N/A	---
Grade HS	15.21%	15.21%	N/A	N/A	N/A	---

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	N/A	N/A	N/A	---
Grade 08	42.75%	38.65%	N/A	N/A	N/A	---
Grade HS	37.35%	33.97%	N/A	N/A	N/A	---

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	N/A	N/A	N/A	---
Grade 08	40.12%	32.67%	N/A	N/A	N/A	---
Grade HS	28.24%	21.68%	N/A	N/A	N/A	---

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

N/A

N/A

N/A



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

N/A

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

N/A

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

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.

57.32%

58.83%

N/A

N/A

N/A

--

Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.

12.08%

11.66%

N/A

N/A

N/A

--

Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings

1.99%

1.92%

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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	23.24%	Y	N/A	↓
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	41.22%	N	19.51%	↑
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	0.00%	Y	N/A	↑

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

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

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

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

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

89.16%

87.32%

90.48%

Y

N/A



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

66.32%

62.57%

73.44%

Y

N/A



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

89.98%

87.98%

76.36%

N

13.62%



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

57.17%

47.93%

59.38%

Y

N/A



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

90.71%

88.85%

93.15%

Y

N/A



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

75.95%

70.08%

83.59%

Y

N/A




## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

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

Early Childhood (3-5) Rate	89.94%	90.55%	82.19%	Y	N/A	
School Age (k-12) Rate	94.05%	96.23%	N/A	N/A	N/A	■ ■

## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that 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 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that 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 Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

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

Early Childhood (3-5) Rate	100.00	99.79%	100.00%	Y	N/A	↑
School Age (k-12) Rate	100.00%	98.85%	N/A	N/A	N/A	—

### TRANSITION

#### Indicator 12: Early Childhood Transition

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

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

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

100.00%	84.34%	N/A	N/A	N/A	—
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

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

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

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

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

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

13.06%

13.09%

N/A

N/A

N/A

■ ■

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

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

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

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↔
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	19.23%	Y	N/A	↑
Grade 08	42.75%	38.65%	25.58%	Y	N/A	↑
Grade HS	37.35%	33.97%	23.94%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	42.31%	N	8.48%	↑
Grade 08	40.12%	32.67%	30.23%	Y	N/A	↑
Grade HS	28.24%	21.68%	9.86%	Y	N/A	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	84.21%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	1.75%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

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

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

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

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

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

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	92.00%	N	2.05%	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

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

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

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

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

#### Indicator 11: Child Find

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

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

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

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

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

100.00%	84.34%	100.00%	Y	N/A	↑
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

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

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

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

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

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

13.06%

13.09%

N/A

N/A

N/A

■ ■

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

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

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

State Indicator: Timely and Accurate Data.

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

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	92.85%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	7.14%	Y	N/A	↑

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑



## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	17.60%	Y	N/A	↑
Grade 08	42.75%	38.65%	26.36%	Y	N/A	↑
Grade HS	37.35%	33.97%	20.33%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	27.20%	Y	N/A	↑
Grade 08	40.12%	32.67%	36.36%	Y	N/A	↑
Grade HS	28.24%	21.68%	8.71%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

-0.07%

Y

N/A



Required 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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	84.65%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	3.70%	Y	N/A	↔
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

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

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

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

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

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

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	94.44%	Y	N/A	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

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

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

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

0.00%	0.00%	<=3.00	Y	N/A	↓
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

#### Indicator 11: Child Find

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

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

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

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

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

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

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

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

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

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

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

13.06%

13.09%

N/A

N/A

N/A

■ ■

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

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■



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

State Indicator: Timely and Accurate Data.

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

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↔
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	85.71%	N	9.29%	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	85.71%	N	9.29%	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	33.33%	Y	N/A	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	33.33%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	20.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	-9.65%	Y	N/A	↑
Grade 08	42.75%	38.65%	29.17%	Y	N/A	↑
Grade HS	37.35%	33.97%	19.44%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	-14.91%	Y	N/A	↑
Grade 08	40.12%	32.67%	17.02%	Y	N/A	↑
Grade HS	28.24%	21.68%	-9.04%	Y	N/A	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.

57.32%

58.83%

75.32%

Y

N/A



Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.

12.08%

11.66%

0.00%

Y

N/A



Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings

1.99%

1.92%

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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

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Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

--

Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

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

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

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

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

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

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↔

## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

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

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

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

#### Indicator 11: Child Find

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

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

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

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

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

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

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

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

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

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

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

13.06%

13.09%

N/A

N/A

N/A

■■

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

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■■

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

State Indicator: Timely and Accurate Data.

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

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	68.00%	N	20.00%	↓
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	32.00%	N	22.00%	↑

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	93.75%	N	1.25%	↑
Grade HS	95.00%	93.00%	97.50%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	96.88%	Y	N/A	↑
Grade HS	95.00%	93.85%	97.50%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	6.90%	Y	N/A	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	20.00%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	66.67%	Y	N/A	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	66.67%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	20.57%	Y	N/A	↑
Grade 08	42.75%	38.65%	25.48%	Y	N/A	↑
Grade HS	37.35%	33.97%	38.16%	N	0.81%	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	21.13%	Y	N/A	↑
Grade 08	40.12%	32.67%	22.86%	Y	N/A	↑
Grade HS	28.24%	21.68%	22.11%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.



## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	58.22%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	6.01%	Y	N/A	↔
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	—
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	—
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	—

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

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

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

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

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

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

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	97.49%	Y	N/A	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

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

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

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

0.00%	0.00%	>3.00	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 Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

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

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

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

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

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

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

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

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

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

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

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

13.06%

13.09%

N/A

N/A

N/A

■ ■

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

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

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

State Indicator: Timely and Accurate Data.

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

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↔
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔



## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	40.00%	Y	N/A	↑
Grade HS	3.56%	3.56%	12.50%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	20.00%	Y	N/A	↑
Grade 08	3.54%	3.54%	30.00%	Y	N/A	↑
Grade HS	2.58%	2.58%	18.75%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	--
Grade 08	15.00%	15.00%	N/A	N/A	N/A	--
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	--
Grade 08	12.04%	12.04%	N/A	N/A	N/A	--
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	40.54%	N	5.30%	↑
Grade 08	42.75%	38.65%	20.87%	Y	N/A	↑
Grade HS	37.35%	33.97%	39.84%	N	2.49%	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	23.24%	Y	N/A	↑
Grade 08	40.12%	32.67%	26.52%	Y	N/A	↑
Grade HS	28.24%	21.68%	8.35%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	71.13%	Y	N/A	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	4.12%	Y	N/A	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

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

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

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

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

89.16%

87.32%

N/A

N/A

N/A

■■

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

66.32%

62.57%

N/A

N/A

N/A

■■

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

89.98%

87.98%

N/A

N/A

N/A

■■

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

57.17%

47.93%

N/A

N/A

N/A

■■

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

90.71%

88.85%

N/A

N/A

N/A

■■

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

75.95%

70.08%

N/A

N/A

N/A

■■

## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

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

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	97.97%	Y	N/A	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

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

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

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

0.00%	0.00%	<=3.00	Y	N/A	↓
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

#### Indicator 11: Child Find

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

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

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

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

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

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

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

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

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

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

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

13.06%

13.09%

N/A

N/A

N/A

■ ■

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

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

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

State Indicator: Timely and Accurate Data.

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

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	80.00%	N	8.00%	↓
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	20.00%	N	10.00%	↑

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	88.24%	N	6.76%	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	88.24%	N	6.76%	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	10.53%	N	3.70%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	0.00%	N	30.57%	↑
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	33.33%	Y	N/A	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	37.17%	N	1.93%	↑
Grade 08	42.75%	38.65%	33.33%	Y	N/A	↑
Grade HS	37.35%	33.97%	27.36%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	38.15%	N	4.32%	↑
Grade 08	40.12%	32.67%	14.29%	Y	N/A	↑
Grade HS	28.24%	21.68%	15.09%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.

57.32%

58.83%

54.59%

N

2.73%



Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.

12.08%

11.66%

10.27%

Y

N/A



Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings

1.99%

1.92%

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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--



## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

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

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

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

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

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

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

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

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

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

0.00%	0.00%	<=3.00	Y	N/A	↓
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

#### Indicator 11: Child Find

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

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

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

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

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

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

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

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

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

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

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

13.06%

13.09%

N/A

N/A

N/A

■ ■

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

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

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

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate

100%

100%

N/A

N/A

N/A

■■

School Age (k-12) Rate

100%

100%

100%

Y

N/A

↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↔
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	50.00%	N	45.00%	↑
Grade HS	95.00%	93.00%	88.89%	N	6.11%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	14.71%	Y	N/A	↑
Grade 08	42.75%	38.65%	13.33%	Y	N/A	↑
Grade HS	37.35%	33.97%	10.87%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	5.88%	Y	N/A	↑
Grade 08	40.12%	32.67%	0.00%	Y	N/A	↑
Grade HS	28.24%	21.68%	3.92%	Y	N/A	↑



## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	73.01%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	11.11%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

--

Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

--

Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

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

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

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

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

89.16%

87.32%

N/A

N/A

N/A

■■

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

66.32%

62.57%

N/A

N/A

N/A

■■

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

89.98%

87.98%

N/A

N/A

N/A

■■

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

57.17%

47.93%

N/A

N/A

N/A

■■

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

90.71%

88.85%

N/A

N/A

N/A

■■

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

75.95%

70.08%

N/A

N/A

N/A

■■

## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

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

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

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

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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%	<=3.00	Y	N/A	↓
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

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

#### Indicator 11: Child Find

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

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	—
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School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↑
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### TRANSITION

#### Indicator 12: Early Childhood Transition

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

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

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

100.00%	84.34%	N/A	N/A	N/A	—
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

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

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

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

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

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

13.06%

13.09%

N/A

N/A

N/A

■ ■

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

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

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

State Indicator: Timely and Accurate Data.

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



## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↓

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	80.00%	N	15.00%	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	80.00%	N	15.00%	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	22.67%	Y	N/A	↑
Grade 08	42.75%	38.65%	28.77%	Y	N/A	↑
Grade HS	37.35%	33.97%	14.29%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	12.00%	Y	N/A	↑
Grade 08	40.12%	32.67%	13.70%	Y	N/A	↑
Grade HS	28.24%	21.68%	6.02%	Y	N/A	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	54.16%	N	3.16%	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	15.00%	N	3.34%	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

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

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

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

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

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

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	96.22%	Y	N/A	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

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

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

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

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.



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

#### Indicator 11: Child Find

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

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

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

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

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

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

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

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

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

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

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

13.06%

13.09%

N/A

N/A

N/A

■ ■

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

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

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

State Indicator: Timely and Accurate Data.

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

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	83.33%	N	4.67%	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	16.66%	N	6.66%	↑

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	95.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	94.12%	N	0.88%	↑
Grade HS	95.00%	93.00%	90.91%	N	4.09%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	95.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	94.12%	N	0.88%	↑
Grade HS	95.00%	93.85%	93.18%	N	1.82%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	5.88%	N	0.80%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	5.88%	N	8.35%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	0.00%	N	30.57%	↑
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	50.00%	Y	N/A	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	25.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	20.74%	Y	N/A	↑
Grade 08	42.75%	38.65%	32.37%	Y	N/A	↑
Grade HS	37.35%	33.97%	28.03%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	20.02%	Y	N/A	↑
Grade 08	40.12%	32.67%	28.78%	Y	N/A	↑
Grade HS	28.24%	21.68%	13.86%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

0.32%

Y

N/A



Required 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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.

57.32%

58.83%

64.41%

Y

N/A



Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.

12.08%

11.66%

12.10%

Y

N/A



Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings

1.99%

1.92%

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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

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Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

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Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

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

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

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

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

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

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	88.88%	N	5.17%	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

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

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

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

0.00%	0.00%	>3.00	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 Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## CHILD FIND: TIMELY EVALUATION

## Indicator 11: Child Find

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

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

## TRANSITION

## Indicator 12: Early Childhood Transition

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

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

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

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

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

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

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

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

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

13.06%

13.09%

11.11%

N

1.95%



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

49.21%

52.99%

22.22%

N

26.99%



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

59.89%

56.54%

27.78%

N

32.11%



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

State Indicator: Timely and Accurate Data.

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

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	66.66%	N	21.34%	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	33.33%	N	23.33%	↑

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	14.29%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	16.67%	Y	N/A	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑



## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	16.67%	Y	N/A	↑
Grade 08	42.75%	38.65%	30.00%	Y	N/A	↑
Grade HS	37.35%	33.97%	8.16%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	24.07%	Y	N/A	↑
Grade 08	40.12%	32.67%	-2.67%	Y	N/A	↑
Grade HS	28.24%	21.68%	7.07%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	42.47%	N	14.85%	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	2.65%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

--

Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

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Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

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

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

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

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

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

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

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

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

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

0.00%	0.00%	<=3.00	Y	N/A	↓
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

## Indicator 11: Child Find

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

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

## TRANSITION

## Indicator 12: Early Childhood Transition

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

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

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

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

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

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

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

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

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

13.06%

13.09%

N/A

N/A

N/A

■ ■

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

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■



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

State Indicator: Timely and Accurate Data.

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

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	N/A	N/A	N/A	—
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	N/A	N/A	N/A	██
Grade 08	95.00%	95.28%	N/A	N/A	N/A	██
Grade HS	95.00%	93.00%	N/A	N/A	N/A	██

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	N/A	N/A	N/A	██
Grade 08	95.00%	95.75%	N/A	N/A	N/A	██
Grade HS	95.00%	93.85%	N/A	N/A	N/A	██

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	N/A	N/A	N/A	██
Grade 08	4.46%	4.46%	N/A	N/A	N/A	██
Grade HS	3.56%	3.56%	N/A	N/A	N/A	██

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	N/A	N/A	N/A	██
Grade 08	3.54%	3.54%	N/A	N/A	N/A	██
Grade HS	2.58%	2.58%	N/A	N/A	N/A	██

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	N/A	N/A	N/A	—
Grade 08	42.75%	38.65%	N/A	N/A	N/A	—
Grade HS	37.35%	33.97%	N/A	N/A	N/A	—

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	N/A	N/A	N/A	—
Grade 08	40.12%	32.67%	N/A	N/A	N/A	—
Grade HS	28.24%	21.68%	N/A	N/A	N/A	—

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

N/A

N/A

N/A



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

N/A

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

N/A

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

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	N/A	N/A	N/A	==
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	N/A	N/A	N/A	==
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	38.65%	Y	N/A	↓
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	33.12%	N	11.41%	↑
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	0.81%	Y	N/A	↑

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

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

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

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

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

89.16%

87.32%

91.40%

Y

N/A



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

66.32%

62.57%

34.01%

N

32.31%



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

89.98%

87.98%

93.37%

Y

N/A



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

57.17%

47.93%

19.29%

N

37.88%



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

90.71%

88.85%

94.30%

Y

N/A



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

75.95%

70.08%

37.56%

N

38.39%





## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

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

Early Childhood (3-5) Rate	89.94%	90.55%	97.78%	Y	N/A	↑
School Age (k-12) Rate	94.05%	96.23%	N/A	N/A	N/A	—

## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that 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 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that 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 Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

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

Early Childhood (3-5) Rate	100.00	99.79%	100.00%	Y	N/A	↔
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School Age (k-12) Rate	100.00%	98.85%	N/A	N/A	N/A	—
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### TRANSITION

#### Indicator 12: Early Childhood Transition

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

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

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

100.00%	84.34%	N/A	N/A	N/A	—
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

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

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

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

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

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

13.06%

13.09%

N/A

N/A

N/A

■ ■

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

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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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## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↔
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	25.00%	Y	N/A	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	50.00%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	0.00%	N	30.57%	↑
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	26.02%	Y	N/A	↑
Grade 08	42.75%	38.65%	30.51%	Y	N/A	↑
Grade HS	37.35%	33.97%	32.88%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	-3.06%	Y	N/A	↑
Grade 08	40.12%	32.67%	28.81%	Y	N/A	↑
Grade HS	28.24%	21.68%	17.12%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.



## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	56.41%	N	0.91%	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	11.11%	Y	N/A	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

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Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

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Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

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

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

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

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

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

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	98.41%	Y	N/A	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

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

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

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

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

## Indicator 11: Child Find

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

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

## TRANSITION

## Indicator 12: Early Childhood Transition

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

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

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

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

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

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

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

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

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

13.06%

13.09%

N/A

N/A

N/A

■ ■

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

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

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

State Indicator: Timely and Accurate Data.

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

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↓



## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	91.67%	N	3.33%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	95.83%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	30.00%	Y	N/A	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	40.00%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	0.00%	N	30.57%	↑
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	13.55%	Y	N/A	↑
Grade 08	42.75%	38.65%	33.33%	Y	N/A	↑
Grade HS	37.35%	33.97%	19.35%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	5.16%	Y	N/A	↑
Grade 08	40.12%	32.67%	26.32%	Y	N/A	↑
Grade HS	28.24%	21.68%	14.40%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	73.84%	Y	N/A	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	11.54%	Y	N/A	↔
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

--

Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

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Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

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

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

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

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

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

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	94.73%	Y	N/A	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

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

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

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

0.00%	0.00%	<=3.00	Y	N/A	↓
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

#### Indicator 11: Child Find

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

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

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

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

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

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

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

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

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

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

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

13.06%

13.09%

N/A

N/A

N/A

■■

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

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■■

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

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate

100%

100%

N/A

N/A

N/A

■■

School Age (k-12) Rate

100%

100%

100%

Y

N/A

↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↓

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	83.33%	N	11.67%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	83.33%	N	11.67%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	12.50%	Y	N/A	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	18.18%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	12.50%	Y	N/A	↑
Grade 08	42.75%	38.65%	24.09%	Y	N/A	↑
Grade HS	37.35%	33.97%	31.87%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	0.57%	Y	N/A	↑
Grade 08	40.12%	32.67%	41.46%	N	1.34%	↑
Grade HS	28.24%	21.68%	21.98%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	55.17%	N	2.15%	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	0.00%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

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Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

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Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

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

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

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

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

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

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↔

## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

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

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

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

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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

#### Indicator 11: Child Find

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

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	—
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

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

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

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

100.00%	84.34%	100.00%	Y	N/A	↑
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

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

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

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

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

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

13.06%

13.09%

N/A

N/A

N/A

■ ■

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

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

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

State Indicator: Timely and Accurate Data.

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

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	90.91%	N	4.09%	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	90.91%	N	4.09%	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	11.11%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	33.33%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	==
Grade 08	15.00%	15.00%	N/A	N/A	N/A	==
Grade HS	11.21%	11.21%	N/A	N/A	N/A	==

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	==
Grade 08	12.04%	12.04%	N/A	N/A	N/A	==
Grade HS	15.21%	15.21%	N/A	N/A	N/A	==

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	23.08%	Y	N/A	↑
Grade 08	42.75%	38.65%	50.00%	N	7.25%	↑
Grade HS	37.35%	33.97%	29.96%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	34.62%	N	0.79%	↑
Grade 08	40.12%	32.67%	36.11%	Y	N/A	↑
Grade HS	28.24%	21.68%	13.10%	Y	N/A	↑



## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	85.71%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	3.90%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

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

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

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

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

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

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↔

## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

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

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

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

#### Indicator 11: Child Find

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

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

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

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

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

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

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

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

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

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

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

13.06%

13.09%

N/A

N/A

N/A

■ ■

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

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

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

State Indicator: Timely and Accurate Data.

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



## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↓

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	85.71%	N	9.29%	↑
Grade 08	95.00%	95.28%	94.74%	N	0.26%	↑
Grade HS	95.00%	93.00%	81.08%	N	13.92%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	85.71%	N	9.29%	↑
Grade 08	95.00%	95.75%	94.74%	N	0.26%	↑
Grade HS	95.00%	93.85%	89.19%	N	5.81%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	11.76%	Y	N/A	↑
Grade 08	4.46%	4.46%	11.11%	Y	N/A	↑
Grade HS	3.56%	3.56%	6.90%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	17.65%	Y	N/A	↑
Grade 08	3.54%	3.54%	5.56%	Y	N/A	↑
Grade HS	2.58%	2.58%	6.25%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	100.00%	Y	N/A	↑
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	100.00%	Y	N/A	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	39.08%	N	3.84%	↑
Grade 08	42.75%	38.65%	47.29%	N	4.54%	↑
Grade HS	37.35%	33.97%	41.95%	N	4.60%	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	39.13%	N	5.30%	↑
Grade 08	40.12%	32.67%	54.44%	N	14.32%	↑
Grade HS	28.24%	21.68%	30.57%	N	2.33%	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	36.92%	N	20.40%	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	14.94%	N	3.28%	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	1.24%	Y	N/A	↓
Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools						

## LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

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

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

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

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

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

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	83.67%	N	10.38%	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

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

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

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

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.



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

## Indicator 11: Child Find

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

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

## TRANSITION

## Indicator 12: Early Childhood Transition

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

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

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

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

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

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	87.50%	N	7.50%	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	87.50%	N	7.50%	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	16.67%	Y	N/A	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	33.33%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	5.88%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	0.00%	N	30.57%	↑
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	32.27%	Y	N/A	↑
Grade 08	42.75%	38.65%	50.00%	N	7.25%	↑
Grade HS	37.35%	33.97%	42.11%	N	4.76%	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	2.84%	Y	N/A	↑
Grade 08	40.12%	32.67%	44.44%	N	4.32%	↑
Grade HS	28.24%	21.68%	23.94%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	72.64%	Y	N/A	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	4.27%	Y	N/A	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes  
Summary 1: Social Emotional

89.16%

87.32%

N/A

N/A

N/A

■■

Indicator 07-A: Preschool Outcomes  
Summary 2: Social Emotional

66.32%

62.57%

N/A

N/A

N/A

■■

Indicator 07-B: Preschool Outcomes  
Summary 1: Knowledge and Skills

89.98%

87.98%

N/A

N/A

N/A

■■

Indicator 07-B: Preschool Outcomes  
Summary 2: Knowledge and Skills

57.17%

47.93%

N/A

N/A

N/A

■■

Indicator 07-C: Preschool Outcomes  
Summary 1: Appropriate Behaviors

90.71%

88.85%

N/A

N/A

N/A

■■

Indicator 07-C: Preschool Outcomes  
Summary 2: Appropriate Behaviors

75.95%

70.08%

N/A

N/A

N/A

■■

## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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%	<=3.00	Y	N/A	↓
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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 Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## CHILD FIND: TIMELY EVALUATION

## Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

## TRANSITION

## Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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## Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	9.09%	Y	N/A	↑



## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	54.29%	N	19.05%	↑
Grade 08	42.75%	38.65%	38.46%	Y	N/A	↑
Grade HS	37.35%	33.97%	42.25%	N	4.90%	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	31.43%	Y	N/A	↑
Grade 08	40.12%	32.67%	25.64%	Y	N/A	↑
Grade HS	28.24%	21.68%	20.49%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	60.21%	Y	N/A	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	3.23%	Y	N/A	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

--

Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

--

Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	None Returned	N/A	N/A	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate

100%

100%

N/A

N/A

N/A

■■

School Age (k-12) Rate

100%

100%

100%

Y

N/A

↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↔
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	83.33%	N	11.67%	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	83.33%	N	11.67%	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	40.00%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	==
Grade 08	15.00%	15.00%	N/A	N/A	N/A	==
Grade HS	11.21%	11.21%	N/A	N/A	N/A	==

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	==
Grade 08	12.04%	12.04%	N/A	N/A	N/A	==
Grade HS	15.21%	15.21%	N/A	N/A	N/A	==

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	26.47%	Y	N/A	↑
Grade 08	42.75%	38.65%	38.00%	Y	N/A	↑
Grade HS	37.35%	33.97%	40.48%	N	3.13%	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	12.94%	Y	N/A	↑
Grade 08	40.12%	32.67%	46.00%	N	5.88%	↑
Grade HS	28.24%	21.68%	22.62%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	86.07%	Y	N/A	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	0.00%	Y	N/A	↔
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	1.26%	Y	N/A	↑
Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools						

## LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	86.67%	N	7.38%	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	87.50%	N	0.50%	↓
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	28.57%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	0.00%	N	30.57%	↑
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	26.92%	Y	N/A	↑
Grade 08	42.75%	38.65%	32.81%	Y	N/A	↑
Grade HS	37.35%	33.97%	39.37%	N	2.02%	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	25.27%	Y	N/A	↑
Grade 08	40.12%	32.67%	43.75%	N	3.63%	↑
Grade HS	28.24%	21.68%	23.62%	Y	N/A	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

-0.34%

Y

N/A



Required 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 2019/2020 school year)

0.00%

0.00%

&lt;=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.



## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.

57.32%

58.83%

67.82%

Y

N/A



Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.

12.08%

11.66%

8.70%

Y

N/A



Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings

1.99%

1.92%

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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

--

Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

--

Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↓
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

0.00%

N

13.06%



B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

12.50%

N

36.71%



C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

59.89%

56.54%

25.00%

N

34.89%



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↓



## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	95.24%	Y	N/A	↑
Grade 08	95.00%	95.28%	96.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	96.08%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	95.24%	Y	N/A	↑
Grade 08	95.00%	95.75%	96.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	96.08%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	15.79%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	2.08%	N	0.50%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	0.00%	N	30.57%	↑
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	32.60%	Y	N/A	↑
Grade 08	42.75%	38.65%	32.00%	Y	N/A	↑
Grade HS	37.35%	33.97%	33.06%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	21.99%	Y	N/A	↑
Grade 08	40.12%	32.67%	24.50%	Y	N/A	↑
Grade HS	28.24%	21.68%	19.27%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	51.20%	N	6.12%	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	14.16%	N	2.50%	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↔

## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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%	<=3.00	Y	N/A	↓
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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 Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	83.33%	N	4.67%	↓
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	50.00%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	50.00%	Y	N/A	↑
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	58.90%	N	23.66%	↑
Grade 08	42.75%	38.65%	50.00%	N	7.25%	↑
Grade HS	37.35%	33.97%	47.40%	N	10.05%	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	10.27%	Y	N/A	↑
Grade 08	40.12%	32.67%	29.00%	Y	N/A	↑
Grade HS	28.24%	21.68%	34.42%	N	6.18%	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	60.20%	Y	N/A	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	4.08%	Y	N/A	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

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Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

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Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	98.04%	Y	N/A	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>3.00	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 Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	—
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	—
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	100.00%	Y	N/A	↑
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	92.31%	N	2.69%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	80.00%	Y	N/A	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	12.50%	N	1.73%	↑
Grade 08	3.54%	3.54%	40.00%	Y	N/A	↑
Grade HS	2.58%	2.58%	8.33%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	66.67%	Y	N/A	↑
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	29.63%	Y	N/A	↑
Grade 08	42.75%	38.65%	2.76%	Y	N/A	↑
Grade HS	37.35%	33.97%	43.10%	N	5.75%	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	39.35%	N	5.52%	↑
Grade 08	40.12%	32.67%	18.62%	Y	N/A	↑
Grade HS	28.24%	21.68%	28.95%	N	0.71%	↑



## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	55.55%	N	1.77%	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	16.67%	N	5.01%	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

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Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

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Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↔

## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



## GRADUATION &amp; DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	29.41%	Y	N/A	↑
Grade 08	42.75%	38.65%	50.00%	N	7.25%	↑
Grade HS	37.35%	33.97%	36.21%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	41.18%	N	7.35%	↑
Grade 08	40.12%	32.67%	32.14%	Y	N/A	↑
Grade HS	28.24%	21.68%	17.24%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	70.83%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	1.39%	Y	N/A	↔
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↔

## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## CHILD FIND: TIMELY EVALUATION

## Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	—
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

## TRANSITION

## Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	—
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## Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	100.00%	Y	N/A	↑
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	72.22%	N	15.78%	↓
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	22.22%	N	12.22%	↑

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	95.45%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	95.45%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	4.17%	N	0.29%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	22.58%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	2.38%	N	0.20%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	==
Grade 08	15.00%	15.00%	N/A	N/A	N/A	==
Grade HS	11.21%	11.21%	N/A	N/A	N/A	==

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	==
Grade 08	12.04%	12.04%	N/A	N/A	N/A	==
Grade HS	15.21%	15.21%	N/A	N/A	N/A	==

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	34.44%	Y	N/A	↑
Grade 08	42.75%	38.65%	41.19%	Y	N/A	↑
Grade HS	37.35%	33.97%	36.58%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	37.20%	N	3.37%	↑
Grade 08	40.12%	32.67%	45.36%	N	5.24%	↑
Grade HS	28.24%	21.68%	19.91%	Y	N/A	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	51.64%	N	5.68%	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	12.64%	N	0.98%	↔
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	0.27%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

--

Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

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Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	98.05%	Y	N/A	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	N/A	N/A	N/A	—
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	N/A	N/A	N/A	██
Grade 08	95.00%	95.28%	N/A	N/A	N/A	██
Grade HS	95.00%	93.00%	N/A	N/A	N/A	██

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	N/A	N/A	N/A	██
Grade 08	95.00%	95.75%	N/A	N/A	N/A	██
Grade HS	95.00%	93.85%	N/A	N/A	N/A	██

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	N/A	N/A	N/A	██
Grade 08	4.46%	4.46%	N/A	N/A	N/A	██
Grade HS	3.56%	3.56%	N/A	N/A	N/A	██

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	N/A	N/A	N/A	██
Grade 08	3.54%	3.54%	N/A	N/A	N/A	██
Grade HS	2.58%	2.58%	N/A	N/A	N/A	██



## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	N/A	N/A	N/A	—
Grade 08	42.75%	38.65%	N/A	N/A	N/A	—
Grade HS	37.35%	33.97%	N/A	N/A	N/A	—

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	N/A	N/A	N/A	—
Grade 08	40.12%	32.67%	N/A	N/A	N/A	—
Grade HS	28.24%	21.68%	N/A	N/A	N/A	—

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

N/A

N/A

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N/A

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

**Notes:** (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	N/A	N/A	N/A	==
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	N/A	N/A	N/A	==
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	27.49%	Y	N/A	↓
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	9.33%	Y	N/A	↓
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	1.91%	N	0.83%	↑

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes  
Summary 1: Social Emotional

89.16%

87.32%

89.56%

Y

N/A



Indicator 07-A: Preschool Outcomes  
Summary 2: Social Emotional

66.32%

62.57%

73.84%

Y

N/A



Indicator 07-B: Preschool Outcomes  
Summary 1: Knowledge and Skills

89.98%

87.98%

87.41%

N

2.57%



Indicator 07-B: Preschool Outcomes  
Summary 2: Knowledge and Skills

57.17%

47.93%

58.56%

Y

N/A



Indicator 07-C: Preschool Outcomes  
Summary 1: Appropriate Behaviors

90.71%

88.85%

89.16%

N

1.55%



Indicator 07-C: Preschool Outcomes  
Summary 2: Appropriate Behaviors

75.95%

70.08%

76.85%

Y

N/A




## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	88.03%	Y	N/A	
School Age (k-12) Rate	94.05%	96.23%	N/A	N/A	N/A	■ ■

## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that 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 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that 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 Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	100.00%	Y	N/A	↔
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School Age (k-12) Rate	100.00%	98.85%	N/A	N/A	N/A	■ ■
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### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	100.00%	Y	N/A	↔
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■ ■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	—

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	88.88%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↓

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	90.91%	N	4.09%	↑
Grade 08	95.00%	95.28%	92.31%	N	2.69%	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	90.91%	N	4.09%	↑
Grade 08	95.00%	95.75%	92.31%	N	2.69%	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	20.00%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	---
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	---
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	28.57%	Y	N/A	↑
Grade 08	42.75%	38.65%	46.94%	N	4.19%	↑
Grade HS	37.35%	33.97%	34.52%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	15.71%	Y	N/A	↑
Grade 08	40.12%	32.67%	32.65%	Y	N/A	↑
Grade HS	28.24%	21.68%	15.48%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	65.15%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	9.85%	Y	N/A	↔
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

--

Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

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Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	97.50%	Y	N/A	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↓

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	92.00%	N	3.00%	↑
Grade HS	95.00%	93.00%	94.44%	N	0.56%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	92.00%	N	3.00%	↑
Grade HS	95.00%	93.85%	94.44%	N	0.56%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	4.55%	Y	N/A	↑
Grade HS	3.56%	3.56%	2.94%	N	0.62%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	24.53%	Y	N/A	↑
Grade 08	42.75%	38.65%	31.61%	Y	N/A	↑
Grade HS	37.35%	33.97%	30.12%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	40.57%	N	6.74%	↑
Grade 08	40.12%	32.67%	30.00%	Y	N/A	↑
Grade HS	28.24%	21.68%	18.15%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.



## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	53.70%	N	3.62%	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	14.81%	N	3.15%	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	3.70%	N	2.70%	↓
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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

--

Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

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Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	96.92%	Y	N/A	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	94.73%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	5.26%	Y	N/A	↑



## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	96.55%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	95.45%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	95.45%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	11.11%	Y	N/A	↑
Grade 08	4.46%	4.46%	5.56%	Y	N/A	↑
Grade HS	3.56%	3.56%	3.28%	N	0.28%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	21.43%	Y	N/A	↑
Grade 08	3.54%	3.54%	5.56%	Y	N/A	↑
Grade HS	2.58%	2.58%	3.28%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	0.00%	N	30.57%	↑
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	35.56%	N	0.32%	↑
Grade 08	42.75%	38.65%	43.37%	N	0.62%	↑
Grade HS	37.35%	33.97%	35.22%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	36.22%	N	2.39%	↑
Grade 08	40.12%	32.67%	34.77%	Y	N/A	↑
Grade HS	28.24%	21.68%	19.91%	Y	N/A	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

-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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	46.96%	N	10.36%	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	11.91%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

--

Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

--

Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	98.16%	Y	N/A	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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%	>3.00	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 Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## CHILD FIND: TIMELY EVALUATION

## Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

## TRANSITION

## Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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## Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	55.56%	N	44.44%	↓
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

10.53%

N

2.53%



B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

68.42%

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.

59.89%

56.54%

73.68%

Y

N/A



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	88.88%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	11.11%	N	1.11%	↑

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	94.74%	N	0.26%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	94.74%	N	0.26%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	12.50%	N	1.73%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	30.43%	Y	N/A	↑
Grade 08	42.75%	38.65%	34.62%	Y	N/A	↑
Grade HS	37.35%	33.97%	33.04%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	41.85%	N	8.02%	↑
Grade 08	40.12%	32.67%	23.08%	Y	N/A	↑
Grade HS	28.24%	21.68%	12.17%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	25.23%	N	32.09%	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	8.41%	Y	N/A	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	0.93%	Y	N/A	↑
Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools						

**LEAST RESTRICTIVE ENVIRONMENT (PreSchool)**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

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Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

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Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	77.77%	N	16.28%	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	89.04%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	10.95%	N	0.95%	↑

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	99.03%	Y	N/A	↑
Grade 08	95.00%	95.28%	97.89%	Y	N/A	↑
Grade HS	95.00%	93.00%	94.87%	N	0.13%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	99.03%	Y	N/A	↑
Grade 08	95.00%	95.75%	97.89%	Y	N/A	↑
Grade HS	95.00%	93.85%	97.44%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	2.00%	N	4.68%	↑
Grade 08	4.46%	4.46%	3.33%	N	1.13%	↑
Grade HS	3.56%	3.56%	2.80%	N	0.76%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	6.00%	N	8.23%	↑
Grade 08	3.54%	3.54%	2.22%	N	1.32%	↑
Grade HS	2.58%	2.58%	2.73%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	0.00%	N	30.57%	↑
Grade 08	15.00%	15.00%	33.33%	Y	N/A	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	33.33%	Y	N/A	↑
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	24.64%	Y	N/A	↑
Grade 08	42.75%	38.65%	29.93%	Y	N/A	↑
Grade HS	37.35%	33.97%	28.13%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	27.33%	Y	N/A	↑
Grade 08	40.12%	32.67%	21.74%	Y	N/A	↑
Grade HS	28.24%	21.68%	15.61%	Y	N/A	↑



## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

0.09%

Y

N/A



Required 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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	47.68%	N	9.64%	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	14.81%	N	3.15%	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

--

Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

--

Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	95.18%	Y	N/A	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	100.00%	98.85%	96.91%	N	3.09%	↓
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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.

100.00%	100.00%	N/A	N/A	N/A	■ ■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■ ■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	90.90%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	9.09%	Y	N/A	↑

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	97.30%	Y	N/A	↑
Grade HS	95.00%	93.00%	85.39%	N	9.61%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	97.30%	Y	N/A	↑
Grade HS	95.00%	93.85%	86.52%	N	8.48%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	2.56%	N	4.12%	↑
Grade 08	4.46%	4.46%	2.86%	N	1.60%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	2.56%	N	11.67%	↑
Grade 08	3.54%	3.54%	5.71%	Y	N/A	↑
Grade HS	2.58%	2.58%	2.78%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	0.00%	N	30.57%	↑
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	22.34%	Y	N/A	↑
Grade 08	42.75%	38.65%	29.80%	Y	N/A	↑
Grade HS	37.35%	33.97%	27.02%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	27.15%	Y	N/A	↑
Grade 08	40.12%	32.67%	17.27%	Y	N/A	↑
Grade HS	28.24%	21.68%	8.47%	Y	N/A	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

-0.54%

Y

N/A



Required 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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	42.80%	N	14.52%	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	23.51%	N	11.85%	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	96.16%	Y	N/A	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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 Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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**Indicator 13: Secondary Transition**

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	94.12%	N	0.88%	↑
Grade HS	95.00%	93.00%	95.92%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	94.12%	N	0.88%	↑
Grade HS	95.00%	93.85%	95.92%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	12.00%	Y	N/A	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	8.70%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	20.00%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	8.70%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	51.84%	N	16.60%	↑
Grade 08	42.75%	38.65%	71.36%	N	28.61%	↑
Grade HS	37.35%	33.97%	49.41%	N	12.06%	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	38.48%	N	4.65%	↑
Grade 08	40.12%	32.67%	66.82%	N	26.70%	↑
Grade HS	28.24%	21.68%	27.65%	Y	N/A	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.

57.32%

58.83%

65.08%

Y

N/A



Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.

12.08%

11.66%

10.47%

Y

N/A



Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings

1.99%

1.92%

0.49%

Y

N/A



Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools



## LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	94.41%	Y	N/A	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↓
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↓

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	92.86%	N	2.14%	↑
Grade 08	95.00%	95.28%	77.78%	N	17.22%	↑
Grade HS	95.00%	93.00%	84.21%	N	10.79%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	92.86%	N	2.14%	↑
Grade 08	95.00%	95.75%	77.78%	N	17.22%	↑
Grade HS	95.00%	93.85%	84.21%	N	10.79%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	6.67%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	7.69%	N	6.54%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑



## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	44.44%	N	9.20%	↑
Grade 08	42.75%	38.65%	45.83%	N	3.08%	↑
Grade HS	37.35%	33.97%	29.52%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	40.46%	N	6.63%	↑
Grade 08	40.12%	32.67%	32.65%	Y	N/A	↑
Grade HS	28.24%	21.68%	19.05%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	40.78%	N	16.54%	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	12.50%	N	0.84%	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

--

Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

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Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	92.06%	N	1.99%	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate

100%

100%

N/A

N/A

N/A

■■

School Age (k-12) Rate

100%

100%

100%

Y

N/A

↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	94.74%	N	0.26%	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	94.74%	N	0.26%	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	1.56%	N	2.00%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	8.57%	N	5.66%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	0.00%	N	30.57%	↑
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	33.18%	Y	N/A	↑
Grade 08	42.75%	38.65%	46.53%	N	3.78%	↑
Grade HS	37.35%	33.97%	36.71%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	26.41%	Y	N/A	↑
Grade 08	40.12%	32.67%	47.92%	N	7.80%	↑
Grade HS	28.24%	21.68%	25.05%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	82.85%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	2.00%	Y	N/A	↔
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	99.63%	Y	N/A	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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%	<=3.00	Y	N/A	↓
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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 Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Timely and Accurate Data Reporting**

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↔
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	90.00%	N	5.00%	↑
Grade HS	95.00%	93.00%	96.55%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	90.00%	N	5.00%	↑
Grade HS	95.00%	93.85%	96.55%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	37.50%	Y	N/A	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	3.70%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	50.00%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	-2.08%	Y	N/A	↑
Grade 08	42.75%	38.65%	39.39%	Y	N/A	↑
Grade HS	37.35%	33.97%	24.37%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	-12.50%	Y	N/A	↑
Grade 08	40.12%	32.67%	31.82%	Y	N/A	↑
Grade HS	28.24%	21.68%	25.44%	Y	N/A	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.



## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	55.31%	N	2.01%	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	21.28%	N	9.62%	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

--

Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

--

Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	95.94%	Y	N/A	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↓



## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	28.57%	Y	N/A	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	7.14%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	28.57%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	--
Grade 08	15.00%	15.00%	N/A	N/A	N/A	--
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	--
Grade 08	12.04%	12.04%	N/A	N/A	N/A	--
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	23.43%	Y	N/A	↑
Grade 08	42.75%	38.65%	33.33%	Y	N/A	↑
Grade HS	37.35%	33.97%	27.59%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	31.43%	Y	N/A	↑
Grade 08	40.12%	32.67%	19.57%	Y	N/A	↑
Grade HS	28.24%	21.68%	17.71%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	57.03%	N	0.29%	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	25.78%	N	14.12%	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	97.40%	Y	N/A	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>3.00	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 Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	75.00%	N	13.00%	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	25.00%	N	15.00%	↑

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	88.89%	N	6.11%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	88.89%	N	6.11%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	==
Grade 08	15.00%	15.00%	N/A	N/A	N/A	==
Grade HS	11.21%	11.21%	N/A	N/A	N/A	==

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	==
Grade 08	12.04%	12.04%	N/A	N/A	N/A	==
Grade HS	15.21%	15.21%	N/A	N/A	N/A	==

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	19.35%	Y	N/A	↑
Grade 08	42.75%	38.65%	33.33%	Y	N/A	↑
Grade HS	37.35%	33.97%	28.79%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	16.13%	Y	N/A	↑
Grade 08	40.12%	32.67%	33.33%	Y	N/A	↑
Grade HS	28.24%	21.68%	16.67%	Y	N/A	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	55.42%	N	1.90%	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	9.64%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	1.20%	Y	N/A	↑
Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools						

## LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--



## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	87.50%	N	6.55%	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

25.00%

Y

N/A



B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

25.00%

N

24.21%



C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

59.89%

56.54%

50.00%

N

9.89%



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	94.44%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	5.55%	Y	N/A	↑

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	91.80%	N	3.20%	↑
Grade HS	95.00%	93.00%	98.15%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	93.44%	N	1.56%	↑
Grade HS	95.00%	93.85%	98.15%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	7.27%	Y	N/A	↑
Grade 08	4.46%	4.46%	5.45%	Y	N/A	↑
Grade HS	3.56%	3.56%	2.88%	N	0.68%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	10.91%	N	3.32%	↑
Grade 08	3.54%	3.54%	1.79%	N	1.75%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	100.00%	Y	N/A	↑
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	34.99%	Y	N/A	↑
Grade 08	42.75%	38.65%	38.56%	Y	N/A	↑
Grade HS	37.35%	33.97%	39.85%	N	2.50%	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	38.11%	N	4.28%	↑
Grade 08	40.12%	32.67%	36.95%	Y	N/A	↑
Grade HS	28.24%	21.68%	26.65%	Y	N/A	↑



## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	63.92%	Y	N/A	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	22.41%	N	10.75%	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	0.50%	Y	N/A	↓
Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools						

## LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	2.30%	N	16.47%	↑
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	50.57%	N	28.86%	↑
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	2.30%	N	1.22%	↑

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	100.00%	Y	N/A	↑
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	25.00%	N	41.32%	↑
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	100.00%	Y	N/A	↑
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	12.50%	N	44.67%	↑
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	100.00%	Y	N/A	↑
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	62.50%	N	13.45%	↑
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	82.14%	N	7.80%	↑
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School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↓
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	100.00%	Y	N/A	↑
School Age (k-12) Rate	100.00%	98.85%	97.40%	N	2.60%	↓

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	--
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	--
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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





## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	90.90%	Y	N/A	↓
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	9.09%	Y	N/A	↑

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	75.00%	N	20.00%	↑
Grade 08	95.00%	95.28%	71.43%	N	23.57%	↑
Grade HS	95.00%	93.00%	80.00%	N	15.00%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	85.71%	N	9.29%	↑
Grade HS	95.00%	93.85%	80.00%	N	15.00%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	0.00%	N	30.57%	↑
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	3.23%	Y	N/A	↑
Grade 08	42.75%	38.65%	7.41%	Y	N/A	↑
Grade HS	37.35%	33.97%	7.84%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	3.13%	Y	N/A	↑
Grade 08	40.12%	32.67%	0.00%	Y	N/A	↑
Grade HS	28.24%	21.68%	3.92%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	52.50%	N	4.82%	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	11.25%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	86.66%	N	7.39%	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	78.04%	N	9.96%	↓
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	21.95%	N	11.95%	↑

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	84.31%	N	10.69%	↑
Grade 08	95.00%	95.28%	85.37%	N	9.63%	↑
Grade HS	95.00%	93.00%	66.67%	N	28.33%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	84.31%	N	10.69%	↑
Grade 08	95.00%	95.75%	85.37%	N	9.63%	↑
Grade HS	95.00%	93.85%	80.46%	N	14.54%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	1.85%	N	1.71%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	2.56%	N	11.67%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	50.00%	Y	N/A	↑
Grade 08	15.00%	15.00%	25.00%	Y	N/A	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	7.18%	Y	N/A	↑
Grade 08	42.75%	38.65%	23.53%	Y	N/A	↑
Grade HS	37.35%	33.97%	19.14%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	14.01%	Y	N/A	↑
Grade 08	40.12%	32.67%	13.45%	Y	N/A	↑
Grade HS	28.24%	21.68%	7.71%	Y	N/A	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

-0.03%

Y

N/A



Required 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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.

57.32%

58.83%

59.72%

Y

N/A



Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.

12.08%

11.66%

12.39%

N

0.73%



Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings

1.99%

1.92%

0.17%

Y

N/A



Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools



## LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	86.33%	N	7.72%	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↓
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	100.00%	98.85%	87.17%	N	12.83%	↓
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### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↓

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	91.67%	N	3.33%	↑
Grade 08	95.00%	95.28%	94.74%	N	0.26%	↑
Grade HS	95.00%	93.00%	89.23%	N	5.77%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	95.83%	Y	N/A	↑
Grade 08	95.00%	95.75%	97.37%	Y	N/A	↑
Grade HS	95.00%	93.85%	93.85%	N	1.15%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	9.52%	Y	N/A	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	9.09%	N	5.14%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑



## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	0.00%	N	30.57%	↑
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	11.03%	Y	N/A	↑
Grade 08	42.75%	38.65%	33.11%	Y	N/A	↑
Grade HS	37.35%	33.97%	26.37%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	15.13%	Y	N/A	↑
Grade 08	40.12%	32.67%	18.71%	Y	N/A	↑
Grade HS	28.24%	21.68%	11.97%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

-0.59%

Y

N/A



Required 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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	49.20%	N	8.12%	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	13.44%	N	1.78%	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	0.45%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

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Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

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Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	75.00%	N	19.05%	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↓
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	—
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School Age (k-12) Rate	100.00%	98.85%	96.66%	N	3.34%	↓
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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.

100.00%	100.00%	N/A	N/A	N/A	—
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	—
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	85.71%	N	2.29%	↔
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	14.28%	N	4.28%	↑

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	70.00%	N	25.00%	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	70.00%	N	25.00%	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	11.11%	N	3.12%	↑
Grade 08	3.54%	3.54%	20.00%	Y	N/A	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	50.00%	Y	N/A	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	35.42%	N	0.18%	↑
Grade 08	42.75%	38.65%	59.09%	N	16.34%	↑
Grade HS	37.35%	33.97%	46.59%	N	9.24%	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	28.47%	Y	N/A	↑
Grade 08	40.12%	32.67%	24.19%	Y	N/A	↑
Grade HS	28.24%	21.68%	22.73%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

0.99%

Y

N/A



Required 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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.

57.32%

58.83%

74.44%

Y

N/A



Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.

12.08%

11.66%

10.00%

Y

N/A



Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings

1.99%

1.92%

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)**

<b>Indicator</b>	<b>State Target</b>	<b>State Rate</b>	<b>LEA Rate</b>	<b>Target Met by LEA</b>	<b>LEA Difference from Target</b>	<b>Year to Year LEA Rate Change</b>
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	96.92%	Y	N/A	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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 Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## CHILD FIND: TIMELY EVALUATION

## Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

## TRANSITION

## Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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## Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	100.00%	Y	N/A	↑
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate

100%

100%

N/A

N/A

N/A

■■

School Age (k-12) Rate

100%

100%

100%

Y

N/A

↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	92.30%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	7.69%	Y	N/A	↑

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	6.25%	N	0.43%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	1.72%	N	1.84%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	9.38%	N	4.85%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	1.72%	N	0.86%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	0.00%	N	30.57%	↑
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	40.00%	Y	N/A	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	80.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	34.25%	Y	N/A	↑
Grade 08	42.75%	38.65%	50.49%	N	7.74%	↑
Grade HS	37.35%	33.97%	39.14%	N	1.79%	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	34.63%	N	0.80%	↑
Grade 08	40.12%	32.67%	44.17%	N	4.05%	↑
Grade HS	28.24%	21.68%	18.53%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.



## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	45.36%	N	11.96%	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	20.05%	N	8.39%	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	0.50%	Y	N/A	↓
Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools						

## LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

--

Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

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Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	94.67%	Y	N/A	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↓
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## CHILD FIND: TIMELY EVALUATION

## Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

## TRANSITION

## Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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## Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	75.00%	N	25.00%	↓
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↔
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↓



## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	93.33%	N	1.67%	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	93.33%	N	1.67%	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	26.67%	Y	N/A	↑
Grade 08	42.75%	38.65%	26.47%	Y	N/A	↑
Grade HS	37.35%	33.97%	26.67%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	23.33%	Y	N/A	↑
Grade 08	40.12%	32.67%	13.04%	Y	N/A	↑
Grade HS	28.24%	21.68%	10.00%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

0.55%

Y

N/A



Required 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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	27.82%	N	29.50%	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	4.03%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	56.85%	N	55.85%	↑
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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

--

Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

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Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↓
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	==
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	==
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	==
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	83.33%	N	4.67%	↓
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	16.66%	N	6.66%	↑

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	87.50%	N	7.50%	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	87.50%	N	7.50%	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	100.00%	Y	N/A	↑
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	50.00%	Y	N/A	↑
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	8.97%	Y	N/A	↑
Grade 08	42.75%	38.65%	40.26%	Y	N/A	↑
Grade HS	37.35%	33.97%	23.49%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	5.13%	Y	N/A	↑
Grade 08	40.12%	32.67%	36.36%	Y	N/A	↑
Grade HS	28.24%	21.68%	13.51%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

0.61%

Y

N/A



Required 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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	49.68%	N	7.64%	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	5.66%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--



## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	None Returned	N/A	N/A	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>3.00	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 Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	—
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	—
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	80.00%	N	20.00%	↓
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	88.88%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	11.11%	N	1.11%	↑

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	86.21%	N	8.79%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	86.21%	N	8.79%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	50.00%	Y	N/A	↑
Grade 08	15.00%	15.00%	50.00%	Y	N/A	↑
Grade HS	11.21%	11.21%	50.00%	Y	N/A	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	50.00%	Y	N/A	↑
Grade HS	15.21%	15.21%	50.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	26.58%	Y	N/A	↑
Grade 08	42.75%	38.65%	24.75%	Y	N/A	↑
Grade HS	37.35%	33.97%	17.86%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	40.51%	N	6.68%	↑
Grade 08	40.12%	32.67%	20.79%	Y	N/A	↑
Grade HS	28.24%	21.68%	11.31%	Y	N/A	↑



## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	37.86%	N	19.46%	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	17.75%	N	6.09%	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	1.77%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes  
Summary 1: Social Emotional

89.16%

87.32%

N/A

N/A

N/A

■■

Indicator 07-A: Preschool Outcomes  
Summary 2: Social Emotional

66.32%

62.57%

N/A

N/A

N/A

■■

Indicator 07-B: Preschool Outcomes  
Summary 1: Knowledge and Skills

89.98%

87.98%

N/A

N/A

N/A

■■

Indicator 07-B: Preschool Outcomes  
Summary 2: Knowledge and Skills

57.17%

47.93%

N/A

N/A

N/A

■■

Indicator 07-C: Preschool Outcomes  
Summary 1: Appropriate Behaviors

90.71%

88.85%

N/A

N/A

N/A

■■

Indicator 07-C: Preschool Outcomes  
Summary 2: Appropriate Behaviors

75.95%

70.08%

N/A

N/A

N/A

■■

## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate

100%

100%

N/A

N/A

N/A

■■

School Age (k-12) Rate

100%

100%

100%

Y

N/A

↔



## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↓

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	90.00%	N	5.00%	↑
Grade HS	95.00%	93.00%	95.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	90.00%	N	5.00%	↑
Grade HS	95.00%	93.85%	95.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	8.33%	Y	N/A	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	5.88%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	5.88%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	0.00%	N	30.57%	↑
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	50.00%	Y	N/A	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	13.21%	Y	N/A	↑
Grade 08	42.75%	38.65%	38.67%	Y	N/A	↑
Grade HS	37.35%	33.97%	25.81%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	18.46%	Y	N/A	↑
Grade 08	40.12%	32.67%	25.00%	Y	N/A	↑
Grade HS	28.24%	21.68%	7.50%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

0.47%

Y

N/A



Required 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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	77.34%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	0.00%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes  
Summary 1: Social Emotional

89.16%

87.32%

N/A

N/A

N/A

■■

Indicator 07-A: Preschool Outcomes  
Summary 2: Social Emotional

66.32%

62.57%

N/A

N/A

N/A

■■

Indicator 07-B: Preschool Outcomes  
Summary 1: Knowledge and Skills

89.98%

87.98%

N/A

N/A

N/A

■■

Indicator 07-B: Preschool Outcomes  
Summary 2: Knowledge and Skills

57.17%

47.93%

N/A

N/A

N/A

■■

Indicator 07-C: Preschool Outcomes  
Summary 1: Appropriate Behaviors

90.71%

88.85%

N/A

N/A

N/A

■■

Indicator 07-C: Preschool Outcomes  
Summary 2: Appropriate Behaviors

75.95%

70.08%

N/A

N/A

N/A

■■

## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	↓
School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↔

## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate

100%

100%

N/A

N/A

N/A

■■

School Age (k-12) Rate

100%

100%

100%

Y

N/A

↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	0.00%	N	88.00%	↓
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	14.28%	N	4.28%	↑

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	37.50%	Y	N/A	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	37.50%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	14.66%	Y	N/A	↑
Grade 08	42.75%	38.65%	36.62%	Y	N/A	↑
Grade HS	37.35%	33.97%	38.13%	N	0.78%	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	41.38%	N	7.55%	↑
Grade 08	40.12%	32.67%	31.69%	Y	N/A	↑
Grade HS	28.24%	21.68%	14.79%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

0.01%

Y

N/A



Required 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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	34.50%	N	22.82%	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	16.50%	N	4.84%	↔
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	2.00%	N	1.00%	↓
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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

--

Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

--

Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	89.79%	N	4.26%	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↓
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	N/A	N/A	N/A	—
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	N/A	N/A	N/A	---
Grade 08	95.00%	95.28%	N/A	N/A	N/A	---
Grade HS	95.00%	93.00%	N/A	N/A	N/A	---

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	N/A	N/A	N/A	---
Grade 08	95.00%	95.75%	N/A	N/A	N/A	---
Grade HS	95.00%	93.85%	N/A	N/A	N/A	---

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	N/A	N/A	N/A	---
Grade 08	4.46%	4.46%	N/A	N/A	N/A	---
Grade HS	3.56%	3.56%	N/A	N/A	N/A	---

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	N/A	N/A	N/A	---
Grade 08	3.54%	3.54%	N/A	N/A	N/A	---
Grade HS	2.58%	2.58%	N/A	N/A	N/A	---



## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	---
Grade 08	15.00%	15.00%	N/A	N/A	N/A	---
Grade HS	11.21%	11.21%	N/A	N/A	N/A	---

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	---
Grade 08	12.04%	12.04%	N/A	N/A	N/A	---
Grade HS	15.21%	15.21%	N/A	N/A	N/A	---

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	N/A	N/A	N/A	---
Grade 08	42.75%	38.65%	N/A	N/A	N/A	---
Grade HS	37.35%	33.97%	N/A	N/A	N/A	---

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	N/A	N/A	N/A	---
Grade 08	40.12%	32.67%	N/A	N/A	N/A	---
Grade HS	28.24%	21.68%	N/A	N/A	N/A	---

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

N/A

N/A

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N/A

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

**Notes:** (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	N/A	N/A	N/A	==
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	N/A	N/A	N/A	==
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	45.50%	Y	N/A	↓
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	0.25%	Y	N/A	↑
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	2.69%	N	1.61%	↑

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes  
Summary 1: Social Emotional

89.16%

87.32%

90.67%

Y

N/A



Indicator 07-A: Preschool Outcomes  
Summary 2: Social Emotional

66.32%

62.57%

65.03%

N

1.29%



Indicator 07-B: Preschool Outcomes  
Summary 1: Knowledge and Skills

89.98%

87.98%

90.40%

Y

N/A



Indicator 07-B: Preschool Outcomes  
Summary 2: Knowledge and Skills

57.17%

47.93%

53.83%

N

3.34%



Indicator 07-C: Preschool Outcomes  
Summary 1: Appropriate Behaviors

90.71%

88.85%

91.80%

Y

N/A



Indicator 07-C: Preschool Outcomes  
Summary 2: Appropriate Behaviors

75.95%

70.08%

70.77%

Y

N/A



## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	91.40%	Y	N/A	↑
School Age (k-12) Rate	94.05%	96.23%	N/A	N/A	N/A	==

## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that 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 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that 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 Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	100.00%	Y	N/A	↔
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School Age (k-12) Rate	100.00%	98.85%	N/A	N/A	N/A	—
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### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	—
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	—
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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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## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↓

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	97.20%	Y	N/A	↑
Grade HS	95.00%	93.00%	93.58%	N	1.42%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	97.20%	Y	N/A	↑
Grade HS	95.00%	93.85%	93.05%	N	1.95%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	5.22%	N	1.46%	↑
Grade 08	4.46%	4.46%	5.05%	Y	N/A	↑
Grade HS	3.56%	3.56%	3.75%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	8.70%	N	5.53%	↑
Grade 08	3.54%	3.54%	7.07%	Y	N/A	↑
Grade HS	2.58%	2.58%	3.13%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	55.56%	Y	N/A	↑
Grade 08	15.00%	15.00%	40.00%	Y	N/A	↑
Grade HS	11.21%	11.21%	40.00%	Y	N/A	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	22.22%	Y	N/A	↑
Grade 08	12.04%	12.04%	60.00%	Y	N/A	↑
Grade HS	15.21%	15.21%	35.71%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	38.48%	N	3.24%	↑
Grade 08	42.75%	38.65%	45.74%	N	2.99%	↑
Grade HS	37.35%	33.97%	46.92%	N	9.57%	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	38.42%	N	4.59%	↑
Grade 08	40.12%	32.67%	39.45%	Y	N/A	↑
Grade HS	28.24%	21.68%	35.01%	N	6.77%	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	52.03%	N	5.29%	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	11.93%	Y	N/A	↔
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	— —
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	— —
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	— —

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	91.71%	N	2.34%	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↓
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	100.00%	98.85%	99.51%	N	0.49%	↓
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### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	94.44%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	5.55%	Y	N/A	↑

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	96.67%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	96.67%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	28.13%	Y	N/A	↑
Grade 08	4.46%	4.46%	14.81%	Y	N/A	↑
Grade HS	3.56%	3.56%	2.04%	N	1.52%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	37.50%	Y	N/A	↑
Grade 08	3.54%	3.54%	22.22%	Y	N/A	↑
Grade HS	2.58%	2.58%	2.04%	N	0.54%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	60.00%	Y	N/A	↑
Grade 08	15.00%	15.00%	50.00%	Y	N/A	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	60.00%	Y	N/A	↑
Grade 08	12.04%	12.04%	50.00%	Y	N/A	↑
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	41.30%	N	6.06%	↑
Grade 08	42.75%	38.65%	52.53%	N	9.78%	↑
Grade HS	37.35%	33.97%	52.57%	N	15.22%	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	39.84%	N	6.01%	↑
Grade 08	40.12%	32.67%	42.74%	N	2.62%	↑
Grade HS	28.24%	21.68%	43.54%	N	15.30%	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.



## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	68.70%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	7.82%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	0.48%	Y	N/A	↑
Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools						

## LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	94.28%	Y	N/A	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↓
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	—
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School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↑
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### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	—
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	—
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	N/A	N/A	N/A	↓
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↓



## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	47.37%	N	12.13%	↑
Grade 08	42.75%	38.65%	24.24%	Y	N/A	↑
Grade HS	37.35%	33.97%	33.33%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	26.32%	Y	N/A	↑
Grade 08	40.12%	32.67%	30.30%	Y	N/A	↑
Grade HS	28.24%	21.68%	19.61%	Y	N/A	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	70.68%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	10.34%	Y	N/A	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	None Returned	N/A	N/A	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↓

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	92.31%	N	2.69%	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	90.48%	N	4.52%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	92.31%	N	2.69%	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	90.48%	N	4.52%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	13.64%	Y	N/A	↑
Grade HS	3.56%	3.56%	5.26%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	8.33%	N	5.90%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	5.26%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	34.33%	Y	N/A	↑
Grade 08	42.75%	38.65%	27.22%	Y	N/A	↑
Grade HS	37.35%	33.97%	25.69%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	36.44%	N	2.61%	↑
Grade 08	40.12%	32.67%	23.66%	Y	N/A	↑
Grade HS	28.24%	21.68%	14.50%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	78.57%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	3.30%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--



## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	94.11%	Y	N/A	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

9.09%

N

3.97%



B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

45.45%

N

3.76%



C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

59.89%

56.54%

45.45%

N

14.44%



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↔
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	16.67%	Y	N/A	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	48.39%	N	13.15%	↑
Grade 08	42.75%	38.65%	43.24%	N	0.49%	↑
Grade HS	37.35%	33.97%	44.05%	N	6.70%	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	38.71%	N	4.88%	↑
Grade 08	40.12%	32.67%	21.17%	Y	N/A	↑
Grade HS	28.24%	21.68%	39.29%	N	11.05%	↑



## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	76.66%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	5.00%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↔

## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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 Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	—
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	—
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	100.00%	Y	N/A	↑
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	90.62%	Y	N/A	↓
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	9.37%	Y	N/A	↑

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	97.06%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	97.06%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	3.23%	N	3.45%	↑
Grade 08	4.46%	4.46%	4.44%	N	0.02%	↑
Grade HS	3.56%	3.56%	3.17%	N	0.39%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	12.90%	N	1.33%	↑
Grade 08	3.54%	3.54%	11.11%	Y	N/A	↑
Grade HS	2.58%	2.58%	3.17%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	0.00%	N	30.57%	↑
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	33.33%	Y	N/A	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	66.67%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	49.36%	N	14.12%	↑
Grade 08	42.75%	38.65%	44.77%	N	2.02%	↑
Grade HS	37.35%	33.97%	46.05%	N	8.70%	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	33.45%	Y	N/A	↑
Grade 08	40.12%	32.67%	45.98%	N	5.86%	↑
Grade HS	28.24%	21.68%	28.90%	N	0.66%	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

0.18%

Y

N/A



Required 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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	71.29%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	10.35%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	92.64%	N	1.41%	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	100.00%	98.85%	98.50%	N	1.50%	↓
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### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

15.63%

Y

N/A



B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

62.50%

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.

59.89%

56.54%

62.50%

Y

N/A



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	100%	100%	<100%	N	N/A	↓
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## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↓

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	90.91%	N	4.09%	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	90.91%	N	4.09%	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	20.00%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	45.28%	N	10.04%	↑
Grade 08	42.75%	38.65%	46.27%	N	3.52%	↑
Grade HS	37.35%	33.97%	39.29%	N	1.94%	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	44.15%	N	10.32%	↑
Grade 08	40.12%	32.67%	37.31%	Y	N/A	↑
Grade HS	28.24%	21.68%	28.37%	N	0.13%	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	50.00%	N	7.32%	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	7.76%	Y	N/A	↔
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↔

## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate

100%

100%

N/A

N/A

N/A

■■

School Age (k-12) Rate

100%

100%

100%

Y

N/A

↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↔
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	12.50%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	12.50%	Y	N/A	↑



## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	52.78%	N	17.54%	↑
Grade 08	42.75%	38.65%	52.00%	N	9.25%	↑
Grade HS	37.35%	33.97%	31.94%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	36.11%	N	2.28%	↑
Grade 08	40.12%	32.67%	48.00%	N	7.88%	↑
Grade HS	28.24%	21.68%	18.36%	Y	N/A	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	83.33%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	1.19%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	96.97%	Y	N/A	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↔
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	90.00%	N	5.00%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	90.00%	N	5.00%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	23.08%	Y	N/A	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	23.08%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	0.00%	N	30.57%	↑
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	100.00%	Y	N/A	↑
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	50.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	3.53%	Y	N/A	↑
Grade 08	42.75%	38.65%	36.84%	Y	N/A	↑
Grade HS	37.35%	33.97%	41.11%	N	3.76%	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	13.62%	Y	N/A	↑
Grade 08	40.12%	32.67%	24.34%	Y	N/A	↑
Grade HS	28.24%	21.68%	21.09%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	58.03%	Y	N/A	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	4.66%	Y	N/A	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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)**

<b>Indicator</b>	<b>State Target</b>	<b>State Rate</b>	<b>LEA Rate</b>	<b>Target Met by LEA</b>	<b>LEA Difference from Target</b>	<b>Year to Year LEA Rate Change</b>
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	95.76%	Y	N/A	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## CHILD FIND: TIMELY EVALUATION

## Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

## TRANSITION

## Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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## Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate

100%

100%

N/A

N/A

N/A

■■

School Age (k-12) Rate

100%

100%

100%

Y

N/A

↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	N/A	N/A	N/A	—
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	N/A	N/A	N/A	---
Grade 08	95.00%	95.28%	N/A	N/A	N/A	---
Grade HS	95.00%	93.00%	N/A	N/A	N/A	---

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	N/A	N/A	N/A	---
Grade 08	95.00%	95.75%	N/A	N/A	N/A	---
Grade HS	95.00%	93.85%	N/A	N/A	N/A	---

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	N/A	N/A	N/A	---
Grade 08	4.46%	4.46%	N/A	N/A	N/A	---
Grade HS	3.56%	3.56%	N/A	N/A	N/A	---

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	N/A	N/A	N/A	---
Grade 08	3.54%	3.54%	N/A	N/A	N/A	---
Grade HS	2.58%	2.58%	N/A	N/A	N/A	---

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	N/A	N/A	N/A	—
Grade 08	42.75%	38.65%	N/A	N/A	N/A	—
Grade HS	37.35%	33.97%	N/A	N/A	N/A	—

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	N/A	N/A	N/A	—
Grade 08	40.12%	32.67%	N/A	N/A	N/A	—
Grade HS	28.24%	21.68%	N/A	N/A	N/A	—

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

N/A

N/A

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N/A

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

**Notes:** (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.



## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	N/A	N/A	N/A	==
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	N/A	N/A	N/A	==
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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)**

<b>Indicator</b>	<b>State Target</b>	<b>State Rate</b>	<b>LEA Rate</b>	<b>Target Met by LEA</b>	<b>LEA Difference from Target</b>	<b>Year to Year LEA Rate Change</b>
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	4.39%	N	14.38%	↓
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	46.44%	N	24.73%	↑
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	1.46%	N	0.38%	↑

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes  
Summary 1: Social Emotional

89.16%

87.32%

84.58%

N

4.58%



Indicator 07-A: Preschool Outcomes  
Summary 2: Social Emotional

66.32%

62.57%

39.18%

N

27.14%



Indicator 07-B: Preschool Outcomes  
Summary 1: Knowledge and Skills

89.98%

87.98%

81.01%

N

8.97%



Indicator 07-B: Preschool Outcomes  
Summary 2: Knowledge and Skills

57.17%

47.93%

41.42%

N

15.75%



Indicator 07-C: Preschool Outcomes  
Summary 1: Appropriate Behaviors

90.71%

88.85%

81.99%

N

8.72%



Indicator 07-C: Preschool Outcomes  
Summary 2: Appropriate Behaviors

75.95%

70.08%

53.73%

N

22.22%




## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	90.55%	Y	N/A	
School Age (k-12) Rate	94.05%	96.23%	N/A	N/A	N/A	■ ■

## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that 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 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that 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 Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	100.00%	Y	N/A	↔
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School Age (k-12) Rate	100.00%	98.85%	N/A	N/A	N/A	■ ■
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### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	100.00%	Y	N/A	↔
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■ ■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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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## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↔
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔



## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	95.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	95.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	25.00%	Y	N/A	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	5.26%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	25.00%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	13.46%	Y	N/A	↑
Grade 08	42.75%	38.65%	37.50%	Y	N/A	↑
Grade HS	37.35%	33.97%	31.45%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	13.46%	Y	N/A	↑
Grade 08	40.12%	32.67%	12.50%	Y	N/A	↑
Grade HS	28.24%	21.68%	20.25%	Y	N/A	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.

57.32%

58.83%

60.86%

Y

N/A



Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.

12.08%

11.66%

10.14%

Y

N/A



Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings

1.99%

1.92%

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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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 Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

0.00%

N

13.06%



B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

100.00%

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.

59.89%

56.54%

100.00%

Y

N/A



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↔
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↓

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	15.38%	Y	N/A	↑
Grade 08	4.46%	4.46%	11.11%	Y	N/A	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	23.08%	Y	N/A	↑
Grade 08	3.54%	3.54%	11.11%	Y	N/A	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	37.07%	N	1.83%	↑
Grade 08	42.75%	38.65%	56.58%	N	13.83%	↑
Grade HS	37.35%	33.97%	52.63%	N	15.28%	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	34.30%	N	0.47%	↑
Grade 08	40.12%	32.67%	53.50%	N	13.38%	↑
Grade HS	28.24%	21.68%	37.59%	N	9.35%	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	69.35%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	0.81%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--



## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	N/A	N/A	N/A	↓
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	20.00%	Y	N/A	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	60.00%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	22.86%	Y	N/A	↑
Grade 08	42.75%	38.65%	62.16%	N	19.41%	↑
Grade HS	37.35%	33.97%	33.87%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	-7.62%	Y	N/A	↑
Grade 08	40.12%	32.67%	24.32%	Y	N/A	↑
Grade HS	28.24%	21.68%	20.97%	Y	N/A	↑



## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	73.84%	Y	N/A	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	6.15%	Y	N/A	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

--

Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

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Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	96.15%	Y	N/A	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## CHILD FIND: TIMELY EVALUATION

## Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	—
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

## TRANSITION

## Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	—
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## Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	100.00%	Y	N/A	↑
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↔
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	90.00%	N	5.00%	↑
Grade HS	95.00%	93.00%	93.75%	N	1.25%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	90.00%	N	5.00%	↑
Grade HS	95.00%	93.85%	93.75%	N	1.25%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	6.67%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	40.00%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	6.67%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	38.89%	N	3.65%	↑
Grade 08	42.75%	38.65%	37.25%	Y	N/A	↑
Grade HS	37.35%	33.97%	19.80%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	-3.89%	Y	N/A	↑
Grade 08	40.12%	32.67%	9.80%	Y	N/A	↑
Grade HS	28.24%	21.68%	3.14%	Y	N/A	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

0.68%

Y

N/A



Required 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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	70.00%	Y	N/A	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	1.11%	Y	N/A	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	86.36%	N	7.69%	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	90.00%	N	5.00%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	93.33%	N	1.67%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	5.26%	N	1.42%	↑
Grade 08	4.46%	4.46%	33.33%	Y	N/A	↑
Grade HS	3.56%	3.56%	3.70%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	5.26%	N	8.97%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	50.00%	Y	N/A	↑
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	37.31%	N	2.07%	↑
Grade 08	42.75%	38.65%	29.71%	Y	N/A	↑
Grade HS	37.35%	33.97%	29.14%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	47.21%	N	13.38%	↑
Grade 08	40.12%	32.67%	50.00%	N	9.88%	↑
Grade HS	28.24%	21.68%	26.70%	Y	N/A	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

0.34%

Y

N/A



Required 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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	67.47%	Y	N/A	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	10.68%	Y	N/A	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	0.97%	Y	N/A	↓
Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools						



## LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

--

Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

--

Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes  
Summary 1: Social Emotional

89.16%

87.32%

N/A

N/A

N/A

■■

Indicator 07-A: Preschool Outcomes  
Summary 2: Social Emotional

66.32%

62.57%

N/A

N/A

N/A

■■

Indicator 07-B: Preschool Outcomes  
Summary 1: Knowledge and Skills

89.98%

87.98%

N/A

N/A

N/A

■■

Indicator 07-B: Preschool Outcomes  
Summary 2: Knowledge and Skills

57.17%

47.93%

N/A

N/A

N/A

■■

Indicator 07-C: Preschool Outcomes  
Summary 1: Appropriate Behaviors

90.71%

88.85%

N/A

N/A

N/A

■■

Indicator 07-C: Preschool Outcomes  
Summary 2: Appropriate Behaviors

75.95%

70.08%

N/A

N/A

N/A

■■

## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	91.67%	N	2.38%	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	—
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School Age (k-12) Rate	100.00%	98.85%	97.87%	N	2.13%	↓
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### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	—
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	—
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate

100%

100%

N/A

N/A

N/A

■■

School Age (k-12) Rate

100%

100%

100%

Y

N/A

↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	96.55%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	3.44%	Y	N/A	↑

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	97.44%	Y	N/A	↑
Grade HS	95.00%	93.00%	90.67%	N	4.33%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	97.44%	Y	N/A	↑
Grade HS	95.00%	93.85%	90.67%	N	4.33%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	1.85%	N	4.83%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	14.81%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑



## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	0.00%	N	30.57%	↑
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	21.49%	Y	N/A	↑
Grade 08	42.75%	38.65%	30.98%	Y	N/A	↑
Grade HS	37.35%	33.97%	28.03%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	10.97%	Y	N/A	↑
Grade 08	40.12%	32.67%	18.36%	Y	N/A	↑
Grade HS	28.24%	21.68%	13.23%	Y	N/A	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	63.99%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	16.19%	N	4.53%	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	2.98%	N	1.98%	↓
Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools						

## LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	93.33%	N	0.72%	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	—
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School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↑
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### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	—
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	—
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■■



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	60.00%	N	28.00%	↓
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	20.00%	N	10.00%	↑

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	9.09%	Y	N/A	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	9.09%	N	5.14%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	0.00%	N	30.57%	↑
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	35.71%	N	0.47%	↑
Grade 08	42.75%	38.65%	37.06%	Y	N/A	↑
Grade HS	37.35%	33.97%	36.36%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	46.27%	N	12.44%	↑
Grade 08	40.12%	32.67%	23.08%	Y	N/A	↑
Grade HS	28.24%	21.68%	18.05%	Y	N/A	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	65.97%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	9.28%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	3.09%	N	2.09%	↓
Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools						

## LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

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Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

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Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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 Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	96.87%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	3.12%	Y	N/A	↑

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	97.44%	Y	N/A	↑
Grade 08	95.00%	95.28%	97.30%	Y	N/A	↑
Grade HS	95.00%	93.00%	93.33%	N	1.67%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	97.44%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	91.67%	N	3.33%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	8.33%	Y	N/A	↑
Grade 08	4.46%	4.46%	3.03%	N	1.43%	↑
Grade HS	3.56%	3.56%	2.04%	N	1.52%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	16.67%	Y	N/A	↑
Grade 08	3.54%	3.54%	2.94%	N	0.60%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	0.00%	N	30.57%	↑
Grade 08	15.00%	15.00%	66.67%	Y	N/A	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	33.33%	Y	N/A	↑
Grade HS	15.21%	15.21%	42.86%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	46.54%	N	11.30%	↑
Grade 08	42.75%	38.65%	47.12%	N	4.37%	↑
Grade HS	37.35%	33.97%	41.22%	N	3.87%	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	37.48%	N	3.65%	↑
Grade 08	40.12%	32.67%	42.25%	N	2.13%	↑
Grade HS	28.24%	21.68%	32.75%	N	4.51%	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.



## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	43.31%	N	14.01%	↔
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	23.28%	N	11.62%	↔
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	0.60%	Y	N/A	↑
Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools						

## LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	98.67%	Y	N/A	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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%	<=3.00	Y	N/A	↓
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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 Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	94.11%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	5.88%	Y	N/A	↑



## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	97.22%	Y	N/A	↑
Grade 08	95.00%	95.28%	96.43%	Y	N/A	↑
Grade HS	95.00%	93.00%	96.88%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	97.22%	Y	N/A	↑
Grade 08	95.00%	95.75%	96.43%	Y	N/A	↑
Grade HS	95.00%	93.85%	96.88%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	11.43%	Y	N/A	↑
Grade 08	4.46%	4.46%	4.55%	Y	N/A	↑
Grade HS	3.56%	3.56%	4.17%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	11.43%	N	2.80%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	2.08%	N	0.50%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	40.00%	Y	N/A	↑
Grade HS	11.21%	11.21%	42.86%	Y	N/A	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	40.00%	Y	N/A	↑
Grade HS	15.21%	15.21%	57.14%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	32.82%	Y	N/A	↑
Grade 08	42.75%	38.65%	49.10%	N	6.35%	↑
Grade HS	37.35%	33.97%	43.29%	N	5.94%	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	47.46%	N	13.63%	↑
Grade 08	40.12%	32.67%	35.77%	Y	N/A	↑
Grade HS	28.24%	21.68%	25.01%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	53.56%	N	3.76%	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	14.78%	N	3.12%	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	1.31%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes  
Summary 1: Social Emotional

89.16%

87.32%

N/A

N/A

N/A

■■

Indicator 07-A: Preschool Outcomes  
Summary 2: Social Emotional

66.32%

62.57%

N/A

N/A

N/A

■■

Indicator 07-B: Preschool Outcomes  
Summary 1: Knowledge and Skills

89.98%

87.98%

N/A

N/A

N/A

■■

Indicator 07-B: Preschool Outcomes  
Summary 2: Knowledge and Skills

57.17%

47.93%

N/A

N/A

N/A

■■

Indicator 07-C: Preschool Outcomes  
Summary 1: Appropriate Behaviors

90.71%

88.85%

N/A

N/A

N/A

■■

Indicator 07-C: Preschool Outcomes  
Summary 2: Appropriate Behaviors

75.95%

70.08%

N/A

N/A

N/A

■■

## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	84.62%	N	9.43%	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↓
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	0.00%	N	88.00%	↓
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↓

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	94.44%	N	0.56%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	94.44%	N	0.56%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	14.29%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	14.58%	Y	N/A	↑
Grade 08	42.75%	38.65%	44.44%	N	1.69%	↑
Grade HS	37.35%	33.97%	21.74%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	23.21%	Y	N/A	↑
Grade 08	40.12%	32.67%	22.22%	Y	N/A	↑
Grade HS	28.24%	21.68%	10.87%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

1.35%

Y

N/A



Required 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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	70.83%	Y	N/A	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	13.33%	N	1.67%	↔
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

--

Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

--

Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	95.00%	Y	N/A	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

0.00%

N

13.06%



B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

100.00%

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.

59.89%

56.54%

100.00%

Y

N/A



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate

100%

100%

N/A

N/A

N/A

■■

School Age (k-12) Rate

100%

100%

100%

Y

N/A

↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↔
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↓

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	85.71%	N	9.29%	↑
Grade HS	95.00%	93.00%	90.00%	N	5.00%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	85.71%	N	9.29%	↑
Grade HS	95.00%	93.85%	90.00%	N	5.00%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	28.57%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	57.14%	N	21.90%	↑
Grade 08	42.75%	38.65%	45.00%	N	2.25%	↑
Grade HS	37.35%	33.97%	34.94%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	19.05%	Y	N/A	↑
Grade 08	40.12%	32.67%	41.03%	N	0.91%	↑
Grade HS	28.24%	21.68%	21.69%	Y	N/A	↑



## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	51.45%	N	5.87%	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	8.74%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	91.30%	N	2.75%	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

0.00%

N

13.06%



B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

83.33%

Y

N/A



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↓

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	98.15%	Y	N/A	↑
Grade HS	95.00%	93.00%	91.03%	N	3.97%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	98.15%	Y	N/A	↑
Grade HS	95.00%	93.85%	91.03%	N	3.97%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	2.50%	N	4.18%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	5.97%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	17.50%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	4.48%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	0.00%	N	30.57%	↑
Grade 08	15.00%	15.00%	16.67%	Y	N/A	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	16.67%	Y	N/A	↑
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	35.15%	Y	N/A	↑
Grade 08	42.75%	38.65%	45.66%	N	2.91%	↑
Grade HS	37.35%	33.97%	30.23%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	28.18%	Y	N/A	↑
Grade 08	40.12%	32.67%	38.15%	Y	N/A	↑
Grade HS	28.24%	21.68%	21.33%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	52.94%	N	4.38%	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	14.42%	N	2.76%	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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)**

<b>Indicator</b>	<b>State Target</b>	<b>State Rate</b>	<b>LEA Rate</b>	<b>Target Met by LEA</b>	<b>LEA Difference from Target</b>	<b>Year to Year LEA Rate Change</b>
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	84.48%	N	9.57%	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## CHILD FIND: TIMELY EVALUATION

## Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	—
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School Age (k-12) Rate	100.00%	98.85%	83.56%	N	16.44%	↓
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## TRANSITION

## Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	—
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## Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	57.14%	N	42.86%	↓
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

12.00%

N

1.06%



B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

44.00%

N

5.21%



C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

59.89%

56.54%

52.00%

N

7.89%



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	80.00%	N	15.00%	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	80.00%	N	15.00%	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	11.11%	Y	N/A	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	22.22%	Y	N/A	↑
Grade 08	3.54%	3.54%	25.00%	Y	N/A	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	50.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	24.18%	Y	N/A	↑
Grade 08	42.75%	38.65%	48.78%	N	6.03%	↑
Grade HS	37.35%	33.97%	34.55%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	13.07%	Y	N/A	↑
Grade 08	40.12%	32.67%	28.66%	Y	N/A	↑
Grade HS	28.24%	21.68%	18.18%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	41.23%	N	16.09%	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	5.15%	Y	N/A	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes  
Summary 1: Social Emotional

89.16%

87.32%

N/A

N/A

N/A

■■

Indicator 07-A: Preschool Outcomes  
Summary 2: Social Emotional

66.32%

62.57%

N/A

N/A

N/A

■■

Indicator 07-B: Preschool Outcomes  
Summary 1: Knowledge and Skills

89.98%

87.98%

N/A

N/A

N/A

■■

Indicator 07-B: Preschool Outcomes  
Summary 2: Knowledge and Skills

57.17%

47.93%

N/A

N/A

N/A

■■

Indicator 07-C: Preschool Outcomes  
Summary 1: Appropriate Behaviors

90.71%

88.85%

N/A

N/A

N/A

■■

Indicator 07-C: Preschool Outcomes  
Summary 2: Appropriate Behaviors

75.95%

70.08%

N/A

N/A

N/A

■■

## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	84.62%	N	9.43%	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	98.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	96.15%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	98.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	96.15%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	2.06%	N	1.50%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	7.84%	N	6.39%	↑
Grade 08	3.54%	3.54%	2.08%	N	1.46%	↑
Grade HS	2.58%	2.58%	1.03%	N	1.55%	↑



## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	40.00%	Y	N/A	↑
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	36.69%	N	1.45%	↑
Grade 08	42.75%	38.65%	47.06%	N	4.31%	↑
Grade HS	37.35%	33.97%	33.36%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	40.36%	N	6.53%	↑
Grade 08	40.12%	32.67%	34.00%	Y	N/A	↑
Grade HS	28.24%	21.68%	21.51%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

0.22%

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N

**Notes:** (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

**Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races.**  
(Data from 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	35.11%	N	22.21%	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	14.66%	N	3.00%	↔
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	0.45%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	0.00%	N	18.77%	↔
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	0.00%	Y	N/A	↔
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	1.35%	N	0.27%	↑

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes  
Summary 1: Social Emotional

89.16%

87.32%

87.50%

N

1.66%



Indicator 07-A: Preschool Outcomes  
Summary 2: Social Emotional

66.32%

62.57%

97.50%

Y

N/A



Indicator 07-B: Preschool Outcomes  
Summary 1: Knowledge and Skills

89.98%

87.98%

100.00%

Y

N/A



Indicator 07-B: Preschool Outcomes  
Summary 2: Knowledge and Skills

57.17%

47.93%

97.50%

Y

N/A



Indicator 07-C: Preschool Outcomes  
Summary 1: Appropriate Behaviors

90.71%

88.85%

50.00%

N

40.71%



Indicator 07-C: Preschool Outcomes  
Summary 2: Appropriate Behaviors

75.95%

70.08%

97.50%

Y

N/A



## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	69.44%	N	20.50%	↓
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School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↓
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	100.00%	Y	N/A	↔
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School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔
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### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	==
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	==
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■■



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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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## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	78.57%	N	9.43%	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	21.42%	N	11.42%	↑

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	96.77%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	97.06%	Y	N/A	↑
Grade HS	95.00%	93.85%	98.39%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	12.50%	Y	N/A	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	18.75%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	1.72%	N	0.86%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	25.00%	N	5.57%	↑
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	25.00%	Y	N/A	↑
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	33.33%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	24.21%	Y	N/A	↑
Grade 08	42.75%	38.65%	43.64%	N	0.89%	↑
Grade HS	37.35%	33.97%	37.14%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	17.96%	Y	N/A	↑
Grade 08	40.12%	32.67%	37.87%	Y	N/A	↑
Grade HS	28.24%	21.68%	23.10%	Y	N/A	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	51.33%	N	5.99%	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	10.52%	Y	N/A	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	32.43%	Y	N/A	↑
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	0.00%	Y	N/A	↔
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	0.00%	Y	N/A	↑

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	85.71%	N	3.45%	↓
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	78.26%	Y	N/A	↑
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	94.44%	Y	N/A	↑
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	65.22%	Y	N/A	↓
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	100.00%	Y	N/A	↑
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	91.30%	Y	N/A	↑
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	88.89%	N	1.05%	↑
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School Age (k-12) Rate	94.05%	96.23%	95.58%	Y	N/A	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	100.00%	Y	N/A	↔
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School Age (k-12) Rate	100.00%	98.85%	95.95%	N	4.05%	↓
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### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	==
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	85.71%	N	14.29%	↓
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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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## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↓

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	13.16%	Y	N/A	↑
Grade 08	42.75%	38.65%	29.73%	Y	N/A	↑
Grade HS	37.35%	33.97%	20.63%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	15.79%	Y	N/A	↑
Grade 08	40.12%	32.67%	27.03%	Y	N/A	↑
Grade HS	28.24%	21.68%	11.11%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.



## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	50.00%	N	7.32%	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	12.96%	N	1.30%	↔
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	3.70%	N	2.70%	↓
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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

--

Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

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Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	None Returned	N/A	N/A	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↓
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	100.00%	98.85%	N/A	N/A	N/A	↓
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### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	95.23%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	4.76%	Y	N/A	↑



## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	86.36%	N	8.64%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	86.36%	N	8.64%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	3.85%	N	10.38%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	50.00%	Y	N/A	↑
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	18.62%	Y	N/A	↑
Grade 08	42.75%	38.65%	25.56%	Y	N/A	↑
Grade HS	37.35%	33.97%	22.40%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	8.57%	Y	N/A	↑
Grade 08	40.12%	32.67%	14.36%	Y	N/A	↑
Grade HS	28.24%	21.68%	6.80%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	51.44%	N	5.88%	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	7.72%	Y	N/A	↔
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	0.64%	Y	N/A	↓
Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools						

## LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

--

Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

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Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	89.28%	N	4.77%	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↓
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	--
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School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↑
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### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	--
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	--
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	85.71%	N	9.29%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	85.71%	N	9.29%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	16.67%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	50.00%	N	14.76%	↑
Grade 08	42.75%	38.65%	44.83%	N	2.08%	↑
Grade HS	37.35%	33.97%	17.78%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	27.78%	Y	N/A	↑
Grade 08	40.12%	32.67%	22.41%	Y	N/A	↑
Grade HS	28.24%	21.68%	10.00%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	73.41%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	15.19%	N	3.53%	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--



## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↔

## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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 Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	100.00%	Y	N/A	↑
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	N/A	N/A	N/A	—
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	N/A	N/A	N/A	---
Grade 08	95.00%	95.28%	N/A	N/A	N/A	---
Grade HS	95.00%	93.00%	N/A	N/A	N/A	---

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	N/A	N/A	N/A	---
Grade 08	95.00%	95.75%	N/A	N/A	N/A	---
Grade HS	95.00%	93.85%	N/A	N/A	N/A	---

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	N/A	N/A	N/A	---
Grade 08	4.46%	4.46%	N/A	N/A	N/A	---
Grade HS	3.56%	3.56%	N/A	N/A	N/A	---

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	N/A	N/A	N/A	---
Grade 08	3.54%	3.54%	N/A	N/A	N/A	---
Grade HS	2.58%	2.58%	N/A	N/A	N/A	---

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	N/A	N/A	N/A	—
Grade 08	42.75%	38.65%	N/A	N/A	N/A	—
Grade HS	37.35%	33.97%	N/A	N/A	N/A	—

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	N/A	N/A	N/A	—
Grade 08	40.12%	32.67%	N/A	N/A	N/A	—
Grade HS	28.24%	21.68%	N/A	N/A	N/A	—



## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

N/A

N/A

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N/A

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	N/A	N/A	N/A	==
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	N/A	N/A	N/A	==
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	21.24%	N	-2.47%	↑
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	39.54%	N	17.83%	↓
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	0.98%	Y	N/A	↑

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes  
Summary 1: Social Emotional

89.16%

87.32%

89.61%

Y

N/A



Indicator 07-A: Preschool Outcomes  
Summary 2: Social Emotional

66.32%

62.57%

74.18%

Y

N/A



Indicator 07-B: Preschool Outcomes  
Summary 1: Knowledge and Skills

89.98%

87.98%

90.48%

Y

N/A



Indicator 07-B: Preschool Outcomes  
Summary 2: Knowledge and Skills

57.17%

47.93%

58.24%

Y

N/A



Indicator 07-C: Preschool Outcomes  
Summary 1: Appropriate Behaviors

90.71%

88.85%

95.45%

Y

N/A



Indicator 07-C: Preschool Outcomes  
Summary 2: Appropriate Behaviors

75.95%

70.08%

78.57%

Y

N/A



## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	92.96%	Y	N/A	↑
School Age (k-12) Rate	94.05%	96.23%	N/A	N/A	N/A	==

## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that 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 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that 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 Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	100.00%	Y	N/A	↔
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School Age (k-12) Rate	100.00%	98.85%	N/A	N/A	N/A	—
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### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	—
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	—
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	—



## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	94.44%	N	0.56%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	94.44%	N	0.56%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	6.67%	N	0.01%	↑
Grade 08	4.46%	4.46%	10.00%	Y	N/A	↑
Grade HS	3.56%	3.56%	6.67%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	13.33%	N	0.90%	↑
Grade 08	3.54%	3.54%	10.00%	Y	N/A	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	100.00%	Y	N/A	↑
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	50.00%	Y	N/A	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	50.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	45.77%	N	10.53%	↑
Grade 08	42.75%	38.65%	55.79%	N	13.04%	↑
Grade HS	37.35%	33.97%	46.81%	N	9.46%	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	35.45%	N	1.62%	↑
Grade 08	40.12%	32.67%	53.16%	N	13.04%	↑
Grade HS	28.24%	21.68%	41.26%	N	13.02%	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	53.17%	N	4.15%	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	15.87%	N	4.21%	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	94.44%	Y	N/A	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↔
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	92.31%	N	2.69%	↑
Grade HS	95.00%	93.00%	81.82%	N	13.18%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	92.31%	N	2.69%	↑
Grade HS	95.00%	93.85%	81.82%	N	13.18%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	22.22%	Y	N/A	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	22.22%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	17.52%	Y	N/A	↑
Grade 08	42.75%	38.65%	47.67%	N	4.92%	↑
Grade HS	37.35%	33.97%	24.05%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	23.93%	Y	N/A	↑
Grade 08	40.12%	32.67%	45.98%	N	5.86%	↑
Grade HS	28.24%	21.68%	30.57%	N	2.33%	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	52.33%	N	4.99%	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	7.48%	Y	N/A	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	0.93%	Y	N/A	↑
Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools						



## LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	76.92%	N	17.13%	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	66.66%	N	21.34%	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	33.33%	N	23.33%	↑

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	5.56%	Y	N/A	↑



## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	22.22%	Y	N/A	↑
Grade 08	42.75%	38.65%	44.44%	N	1.69%	↑
Grade HS	37.35%	33.97%	30.97%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	31.48%	Y	N/A	↑
Grade 08	40.12%	32.67%	28.89%	Y	N/A	↑
Grade HS	28.24%	21.68%	16.86%	Y	N/A	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	60.00%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	12.17%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

--

Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

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Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	83.33%	N	10.72%	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## CHILD FIND: TIMELY EVALUATION

## Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

## TRANSITION

## Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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## Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate

100%

100%

N/A

N/A

N/A

■■

School Age (k-12) Rate

100%

100%

100%

Y

N/A

↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	75.00%	N	13.00%	↓
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	16.66%	N	6.66%	↑

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	88.37%	N	6.63%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	96.43%	Y	N/A	↑
Grade HS	95.00%	93.85%	95.35%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	3.85%	N	2.83%	↑
Grade 08	4.46%	4.46%	4.00%	N	0.46%	↑
Grade HS	3.56%	3.56%	5.41%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	50.00%	Y	N/A	↑
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	15.13%	Y	N/A	↑
Grade 08	42.75%	38.65%	24.57%	Y	N/A	↑
Grade HS	37.35%	33.97%	19.78%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	18.98%	Y	N/A	↑
Grade 08	40.12%	32.67%	25.77%	Y	N/A	↑
Grade HS	28.24%	21.68%	13.62%	Y	N/A	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

0.29%

Y

N/A



Required 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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	66.02%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	13.81%	N	2.15%	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	2.20%	N	1.20%	↑
Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools						

## LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes  
Summary 1: Social Emotional

89.16%

87.32%

N/A

N/A

N/A

■■

Indicator 07-A: Preschool Outcomes  
Summary 2: Social Emotional

66.32%

62.57%

N/A

N/A

N/A

■■

Indicator 07-B: Preschool Outcomes  
Summary 1: Knowledge and Skills

89.98%

87.98%

N/A

N/A

N/A

■■

Indicator 07-B: Preschool Outcomes  
Summary 2: Knowledge and Skills

57.17%

47.93%

N/A

N/A

N/A

■■

Indicator 07-C: Preschool Outcomes  
Summary 1: Appropriate Behaviors

90.71%

88.85%

N/A

N/A

N/A

■■

Indicator 07-C: Preschool Outcomes  
Summary 2: Appropriate Behaviors

75.95%

70.08%

N/A

N/A

N/A

■■



## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	96.31%	Y	N/A	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	75.00%	N	25.00%	↓
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

41.67%

N

7.54%



C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

59.89%

56.54%

41.67%

N

18.22%



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	N/A	N/A	N/A	↓
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	39.02%	N	3.78%	↑
Grade 08	42.75%	38.65%	38.46%	Y	N/A	↑
Grade HS	37.35%	33.97%	40.66%	N	3.31%	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	53.66%	N	19.83%	↑
Grade 08	40.12%	32.67%	43.59%	N	3.47%	↑
Grade HS	28.24%	21.68%	27.47%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.



## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	56.71%	N	0.61%	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	0.00%	Y	N/A	↔
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

--

Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

--

Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes  
Summary 1: Social Emotional

89.16%

87.32%

N/A

N/A

N/A

■■

Indicator 07-A: Preschool Outcomes  
Summary 2: Social Emotional

66.32%

62.57%

N/A

N/A

N/A

■■

Indicator 07-B: Preschool Outcomes  
Summary 1: Knowledge and Skills

89.98%

87.98%

N/A

N/A

N/A

■■

Indicator 07-B: Preschool Outcomes  
Summary 2: Knowledge and Skills

57.17%

47.93%

N/A

N/A

N/A

■■

Indicator 07-C: Preschool Outcomes  
Summary 1: Appropriate Behaviors

90.71%

88.85%

N/A

N/A

N/A

■■

Indicator 07-C: Preschool Outcomes  
Summary 2: Appropriate Behaviors

75.95%

70.08%

N/A

N/A

N/A

■■

## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↔

## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↔
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔



## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	88.89%	N	6.11%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	88.89%	N	6.11%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	56.76%	N	21.52%	↑
Grade 08	42.75%	38.65%	44.74%	N	1.99%	↑
Grade HS	37.35%	33.97%	38.27%	N	0.92%	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	56.76%	N	22.93%	↑
Grade 08	40.12%	32.67%	42.11%	N	1.99%	↑
Grade HS	28.24%	21.68%	24.69%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	34.56%	N	22.76%	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	1.23%	Y	N/A	↔
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	2.46%	N	1.46%	↑
Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools						

## LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

--

Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

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Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	57.14%	N	36.91%	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↔
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	10.00%	N	4.23%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	13.51%	Y	N/A	↑
Grade 08	42.75%	38.65%	23.53%	Y	N/A	↑
Grade HS	37.35%	33.97%	10.42%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	6.22%	Y	N/A	↑
Grade 08	40.12%	32.67%	5.88%	Y	N/A	↑
Grade HS	28.24%	21.68%	2.08%	Y	N/A	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	61.40%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	19.30%	N	7.64%	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

--

Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

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Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes  
Summary 1: Social Emotional

89.16%

87.32%

N/A

N/A

N/A

■■

Indicator 07-A: Preschool Outcomes  
Summary 2: Social Emotional

66.32%

62.57%

N/A

N/A

N/A

■■

Indicator 07-B: Preschool Outcomes  
Summary 1: Knowledge and Skills

89.98%

87.98%

N/A

N/A

N/A

■■

Indicator 07-B: Preschool Outcomes  
Summary 2: Knowledge and Skills

57.17%

47.93%

N/A

N/A

N/A

■■

Indicator 07-C: Preschool Outcomes  
Summary 1: Appropriate Behaviors

90.71%

88.85%

N/A

N/A

N/A

■■

Indicator 07-C: Preschool Outcomes  
Summary 2: Appropriate Behaviors

75.95%

70.08%

N/A

N/A

N/A

■■

## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↓
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	92.85%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	7.14%	Y	N/A	↑

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	96.88%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	96.88%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	4.35%	N	0.11%	↑
Grade HS	3.56%	3.56%	3.33%	N	0.23%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	9.09%	N	5.14%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	40.48%	N	5.24%	↑
Grade 08	42.75%	38.65%	41.38%	Y	N/A	↑
Grade HS	37.35%	33.97%	34.55%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	38.94%	N	5.11%	↑
Grade 08	40.12%	32.67%	31.71%	Y	N/A	↑
Grade HS	28.24%	21.68%	14.68%	Y	N/A	↑



## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	83.89%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	10.86%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	99.07%	Y	N/A	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↓
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	80.00%	N	8.00%	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	20.00%	N	10.00%	↑

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	96.43%	Y	N/A	↑
Grade HS	95.00%	93.00%	96.77%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	96.43%	Y	N/A	↑
Grade HS	95.00%	93.85%	96.77%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	8.00%	Y	N/A	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	8.00%	N	6.23%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	100.00%	Y	N/A	↑
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	100.00%	Y	N/A	↑
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	29.39%	Y	N/A	↑
Grade 08	42.75%	38.65%	41.57%	Y	N/A	↑
Grade HS	37.35%	33.97%	36.65%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	38.09%	N	4.26%	↑
Grade 08	40.12%	32.67%	29.80%	Y	N/A	↑
Grade HS	28.24%	21.68%	20.55%	Y	N/A	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	69.44%	Y	N/A	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	3.54%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	3.28%	N	2.28%	↑
Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools						

## LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate

89.94%

90.55%

N/A

N/A

N/A



School Age (k-12) Rate

94.05%

96.23%

98.87%

Y

N/A



## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%

0.00%

&lt;=3.00

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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%

&gt;3.00

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 LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	66.66%	N	21.34%	↓
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	16.66%	N	6.66%	↑

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	96.43%	Y	N/A	↑
Grade 08	95.00%	95.28%	96.15%	Y	N/A	↑
Grade HS	95.00%	93.00%	97.73%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	96.43%	Y	N/A	↑
Grade 08	95.00%	95.75%	96.15%	Y	N/A	↑
Grade HS	95.00%	93.85%	97.73%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	3.85%	N	2.83%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	4.88%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	3.85%	N	10.38%	↑
Grade 08	3.54%	3.54%	4.17%	Y	N/A	↑
Grade HS	2.58%	2.58%	2.44%	N	0.14%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	0.00%	N	30.57%	↑
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	25.52%	Y	N/A	↑
Grade 08	42.75%	38.65%	35.76%	Y	N/A	↑
Grade HS	37.35%	33.97%	40.90%	N	3.55%	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	41.04%	N	7.21%	↑
Grade 08	40.12%	32.67%	33.58%	Y	N/A	↑
Grade HS	28.24%	21.68%	30.89%	N	2.65%	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

0.18%

Y

N/A



Required 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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	42.89%	N	14.43%	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	11.75%	Y	N/A	↔
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	1.75%	N	17.02%	↑
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	5.26%	Y	N/A	↑
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	0.00%	Y	N/A	↑

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	100.00%	Y	N/A	↔
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	92.00%	Y	N/A	↑
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	100.00%	Y	N/A	↑
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	56.00%	N	1.17%	↑
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	100.00%	Y	N/A	↑
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	76.00%	Y	N/A	↑
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	66.67%	N	23.27%	↑
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School Age (k-12) Rate	94.05%	96.23%	92.30%	N	1.75%	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>3.00	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%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	100.00%	Y	N/A	↔
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School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔
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### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	---
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	---
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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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## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	N/A	N/A	N/A	↓
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↓

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	14.29%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑



## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	21.62%	Y	N/A	↑
Grade 08	42.75%	38.65%	34.21%	Y	N/A	↑
Grade HS	37.35%	33.97%	27.14%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	7.34%	Y	N/A	↑
Grade 08	40.12%	32.67%	15.79%	Y	N/A	↑
Grade HS	28.24%	21.68%	10.00%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	58.44%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	10.39%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	0.00%	N	18.77%	↔
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	21.74%	N	0.03%	↑
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	0.00%	Y	N/A	↑

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	100.00%	Y	N/A	↔
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School Age (k-12) Rate	94.05%	96.23%	87.50%	N	6.55%	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	100.00%	Y	N/A	↔
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School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔
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### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	---
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	---
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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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## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	72.72%	N	15.28%	↓
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	27.27%	N	17.27%	↑

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	94.12%	N	0.88%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	94.12%	N	0.88%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	14.29%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	41.86%	N	6.62%	↑
Grade 08	42.75%	38.65%	25.00%	Y	N/A	↑
Grade HS	37.35%	33.97%	23.53%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	27.57%	Y	N/A	↑
Grade 08	40.12%	32.67%	17.11%	Y	N/A	↑
Grade HS	28.24%	21.68%	9.71%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

0.44%

Y

N/A



Required 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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	54.31%	N	3.01%	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	3.45%	Y	N/A	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	—
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School Age (k-12) Rate	100.00%	98.85%	57.89%	N	42.11%	↓
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### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	—
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	100.00%	Y	N/A	↑
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↔
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↓

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	37.50%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	100.00%	Y	N/A	↑
Grade HS	11.21%	11.21%	100.00%	Y	N/A	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	100.00%	Y	N/A	↑
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	32.26%	Y	N/A	↑
Grade 08	42.75%	38.65%	33.33%	Y	N/A	↑
Grade HS	37.35%	33.97%	47.46%	N	10.11%	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	4.44%	Y	N/A	↑
Grade 08	40.12%	32.67%	29.17%	Y	N/A	↑
Grade HS	28.24%	21.68%	27.12%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.



## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	83.63%	Y	N/A	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	5.45%	Y	N/A	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

--

Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

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Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↔

## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Post-School Outcomes

#### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔



## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	11.11%	N	3.12%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	42.31%	N	7.07%	↑
Grade 08	42.75%	38.65%	52.78%	N	10.03%	↑
Grade HS	37.35%	33.97%	46.83%	N	9.48%	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	42.74%	N	8.91%	↑
Grade 08	40.12%	32.67%	54.17%	N	14.05%	↑
Grade HS	28.24%	21.68%	25.20%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	67.52%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	5.13%	Y	N/A	↔
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

--

Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

--

Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↔

## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	—
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	—
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	100.00%	Y	N/A	↑
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	85.71%	N	9.29%	↑
Grade HS	95.00%	93.00%	93.75%	N	1.25%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	85.71%	N	9.29%	↑
Grade HS	95.00%	93.85%	93.75%	N	1.25%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	12.50%	Y	N/A	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	25.00%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	20.83%	Y	N/A	↑
Grade 08	42.75%	38.65%	40.38%	Y	N/A	↑
Grade HS	37.35%	33.97%	35.00%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	25.00%	Y	N/A	↑
Grade 08	40.12%	32.67%	30.77%	Y	N/A	↑
Grade HS	28.24%	21.68%	15.00%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	39.04%	N	18.28%	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	6.67%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	15.63%	N	3.14%	↑
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	9.38%	Y	N/A	↓
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	0.00%	Y	N/A	↑



## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	100.00%	Y	N/A	↔
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	100.00%	Y	N/A	↑
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	100.00%	Y	N/A	↔
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	100.00%	Y	N/A	↔
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	100.00%	Y	N/A	↔
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	100.00%	Y	N/A	↔
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	100.00%	Y	N/A	↔
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School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↔
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	100.00%	Y	N/A	↔
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School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔
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### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	---
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	---
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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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## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	N/A	N/A	N/A	—
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	N/A	N/A	N/A	---
Grade 08	95.00%	95.28%	N/A	N/A	N/A	---
Grade HS	95.00%	93.00%	N/A	N/A	N/A	---

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	N/A	N/A	N/A	---
Grade 08	95.00%	95.75%	N/A	N/A	N/A	---
Grade HS	95.00%	93.85%	N/A	N/A	N/A	---

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	N/A	N/A	N/A	---
Grade 08	4.46%	4.46%	N/A	N/A	N/A	---
Grade HS	3.56%	3.56%	N/A	N/A	N/A	---

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	N/A	N/A	N/A	---
Grade 08	3.54%	3.54%	N/A	N/A	N/A	---
Grade HS	2.58%	2.58%	N/A	N/A	N/A	---

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	N/A	N/A	N/A	—
Grade 08	42.75%	38.65%	N/A	N/A	N/A	—
Grade HS	37.35%	33.97%	N/A	N/A	N/A	—

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	N/A	N/A	N/A	—
Grade 08	40.12%	32.67%	N/A	N/A	N/A	—
Grade HS	28.24%	21.68%	N/A	N/A	N/A	—



## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

N/A

N/A

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N/A

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

**Notes:** (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.

57.32%

58.83%

N/A

N/A

N/A

--

Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.

12.08%

11.66%

N/A

N/A

N/A

--

Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings

1.99%

1.92%

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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	0.19%	N	18.58%	↓
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	25.34%	N	3.63%	↑
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	0.00%	Y	N/A	↑

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes  
Summary 1: Social Emotional

89.16%

87.32%

89.47%

Y

N/A



Indicator 07-A: Preschool Outcomes  
Summary 2: Social Emotional

66.32%

62.57%

66.91%

Y

N/A



Indicator 07-B: Preschool Outcomes  
Summary 1: Knowledge and Skills

89.98%

87.98%

94.58%

Y

N/A



Indicator 07-B: Preschool Outcomes  
Summary 2: Knowledge and Skills

57.17%

47.93%

67.27%

Y

N/A



Indicator 07-C: Preschool Outcomes  
Summary 1: Appropriate Behaviors

90.71%

88.85%

92.69%

Y

N/A



Indicator 07-C: Preschool Outcomes  
Summary 2: Appropriate Behaviors

75.95%

70.08%

76.00%

Y

N/A



## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	97.73%	Y	N/A	↑
School Age (k-12) Rate	94.05%	96.23%	N/A	N/A	N/A	==

## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that 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 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that 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 Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	100.00%	Y	N/A	↔
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School Age (k-12) Rate	100.00%	98.85%	N/A	N/A	N/A	—
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### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	↓
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	—
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	—



## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↓

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	91.18%	N	3.82%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	88.24%	N	6.76%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	4.55%	N	2.13%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	9.09%	N	5.14%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	0.00%	N	30.57%	↑
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	15.97%	Y	N/A	↑
Grade 08	42.75%	38.65%	40.00%	Y	N/A	↑
Grade HS	37.35%	33.97%	24.85%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	13.99%	Y	N/A	↑
Grade 08	40.12%	32.67%	26.09%	Y	N/A	↑
Grade HS	28.24%	21.68%	11.70%	Y	N/A	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

0.32%

Y

N/A



Required 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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	65.38%	Y	N/A	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	15.81%	N	4.15%	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes  
Summary 1: Social Emotional

89.16%

87.32%

N/A

N/A

N/A

■■

Indicator 07-A: Preschool Outcomes  
Summary 2: Social Emotional

66.32%

62.57%

N/A

N/A

N/A

■■

Indicator 07-B: Preschool Outcomes  
Summary 1: Knowledge and Skills

89.98%

87.98%

N/A

N/A

N/A

■■

Indicator 07-B: Preschool Outcomes  
Summary 2: Knowledge and Skills

57.17%

47.93%

N/A

N/A

N/A

■■

Indicator 07-C: Preschool Outcomes  
Summary 1: Appropriate Behaviors

90.71%

88.85%

N/A

N/A

N/A

■■

Indicator 07-C: Preschool Outcomes  
Summary 2: Appropriate Behaviors

75.95%

70.08%

N/A

N/A

N/A

■■

## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↔

## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>3.00	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 Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	—
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	—
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	100.00%	Y	N/A	↑
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↔
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	5.00%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	10.00%	N	4.23%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	34.48%	Y	N/A	↑
Grade 08	42.75%	38.65%	69.81%	N	27.06%	↑
Grade HS	37.35%	33.97%	41.09%	N	3.74%	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	55.52%	N	21.69%	↑
Grade 08	40.12%	32.67%	58.49%	N	18.37%	↑
Grade HS	28.24%	21.68%	32.81%	N	4.57%	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	57.75%	Y	N/A	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	2.59%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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)**

<b>Indicator</b>	<b>State Target</b>	<b>State Rate</b>	<b>LEA Rate</b>	<b>Target Met by LEA</b>	<b>LEA Difference from Target</b>	<b>Year to Year LEA Rate Change</b>
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↔

## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

0.00%

N

13.06%



B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

25.00%

N

24.21%



C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

59.89%

56.54%

25.00%

N

34.89%



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↓

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	90.91%	N	4.09%	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	90.00%	N	5.00%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	90.91%	N	4.09%	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	95.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑



## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	1.67%	Y	N/A	↑
Grade 08	42.75%	38.65%	17.86%	Y	N/A	↑
Grade HS	37.35%	33.97%	6.72%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	6.67%	Y	N/A	↑
Grade 08	40.12%	32.67%	3.57%	Y	N/A	↑
Grade HS	28.24%	21.68%	0.83%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

1.56%

N

0.20%



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

Y

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N

**Notes:** (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

**Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races.**  
(Data from 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	34.84%	N	22.48%	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	41.67%	N	30.01%	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	3.78%	N	2.78%	↑
Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools						

## LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	92.10%	N	1.95%	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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%	>3.00	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 Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↓

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	97.37%	Y	N/A	↑
Grade HS	95.00%	93.00%	88.31%	N	6.69%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	97.37%	Y	N/A	↑
Grade HS	95.00%	93.85%	88.31%	N	6.69%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	50.00%	Y	N/A	↑
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	6.67%	Y	N/A	↑
Grade 08	42.75%	38.65%	10.78%	Y	N/A	↑
Grade HS	37.35%	33.97%	9.30%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	6.22%	Y	N/A	↑
Grade 08	40.12%	32.67%	3.45%	Y	N/A	↑
Grade HS	28.24%	21.68%	2.55%	Y	N/A	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

-0.87%

Y

N/A



Required 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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	25.06%	N	32.26%	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	27.47%	N	15.81%	↔
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	3.13%	N	2.13%	↓
Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools						

## LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	93.51%	N	0.54%	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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 Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	0.00%	N	100.00%	↓
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	— —
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↑

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↓

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	97.50%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	97.50%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	2.78%	N	0.78%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	2.78%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	0.00%	N	30.57%	↑
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	12.32%	Y	N/A	↑
Grade 08	42.75%	38.65%	18.23%	Y	N/A	↑
Grade HS	37.35%	33.97%	10.11%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	13.04%	Y	N/A	↑
Grade 08	40.12%	32.67%	6.08%	Y	N/A	↑
Grade HS	28.24%	21.68%	2.87%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.



## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	35.24%	N	22.08%	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	19.67%	N	8.01%	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	1.63%	Y	N/A	↓
Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools						

**LEAST RESTRICTIVE ENVIRONMENT (PreSchool)**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

--

Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

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Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↔
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate

100%

100%

N/A

N/A

N/A

■■

School Age (k-12) Rate

100%

100%

100%

Y

N/A

↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	96.15%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↓



## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	10.00%	Y	N/A	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	6.67%	N	7.56%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	0.00%	N	30.57%	↑
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	33.33%	Y	N/A	↑
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	26.87%	Y	N/A	↑
Grade 08	42.75%	38.65%	39.32%	Y	N/A	↑
Grade HS	37.35%	33.97%	34.26%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	27.90%	Y	N/A	↑
Grade 08	40.12%	32.67%	36.32%	Y	N/A	↑
Grade HS	28.24%	21.68%	22.55%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

0.49%

Y

N/A



Required 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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	40.90%	N	16.42%	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	15.91%	N	4.25%	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	0.85%	Y	N/A	↓
Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools						

## LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	97.42%	Y	N/A	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↓
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely 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	↓

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	N/A	N/A	N/A	—
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	N/A	N/A	N/A	---
Grade 08	95.00%	95.28%	N/A	N/A	N/A	---
Grade HS	95.00%	93.00%	N/A	N/A	N/A	---

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	N/A	N/A	N/A	---
Grade 08	95.00%	95.75%	N/A	N/A	N/A	---
Grade HS	95.00%	93.85%	N/A	N/A	N/A	---

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	N/A	N/A	N/A	---
Grade 08	4.46%	4.46%	N/A	N/A	N/A	---
Grade HS	3.56%	3.56%	N/A	N/A	N/A	---

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	N/A	N/A	N/A	---
Grade 08	3.54%	3.54%	N/A	N/A	N/A	---
Grade HS	2.58%	2.58%	N/A	N/A	N/A	---

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	---
Grade 08	15.00%	15.00%	N/A	N/A	N/A	---
Grade HS	11.21%	11.21%	N/A	N/A	N/A	---

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	---
Grade 08	12.04%	12.04%	N/A	N/A	N/A	---
Grade HS	15.21%	15.21%	N/A	N/A	N/A	---

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	N/A	N/A	N/A	---
Grade 08	42.75%	38.65%	N/A	N/A	N/A	---
Grade HS	37.35%	33.97%	N/A	N/A	N/A	---

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	N/A	N/A	N/A	---
Grade 08	40.12%	32.67%	N/A	N/A	N/A	---
Grade HS	28.24%	21.68%	N/A	N/A	N/A	---

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

N/A

N/A

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N/A

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	N/A	N/A	N/A	==
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	N/A	N/A	N/A	==
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	0.38%	N	18.39%	↓
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	21.70%	N	-0.01%	↑
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	1.16%	N	0.08%	↑



## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes  
Summary 1: Social Emotional

89.16%

87.32%

90.16%

Y

N/A



Indicator 07-A: Preschool Outcomes  
Summary 2: Social Emotional

66.32%

62.57%

66.45%

Y

N/A



Indicator 07-B: Preschool Outcomes  
Summary 1: Knowledge and Skills

89.98%

87.98%

86.76%

N

3.22%



Indicator 07-B: Preschool Outcomes  
Summary 2: Knowledge and Skills

57.17%

47.93%

66.45%

Y

N/A



Indicator 07-C: Preschool Outcomes  
Summary 1: Appropriate Behaviors

90.71%

88.85%

89.68%

N

1.03%



Indicator 07-C: Preschool Outcomes  
Summary 2: Appropriate Behaviors

75.95%

70.08%

76.77%

Y

N/A



## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	82.18%	Y	N/A	↑
School Age (k-12) Rate	94.05%	96.23%	N/A	N/A	N/A	==

## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that 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 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that 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 Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	100.00%	Y	N/A	↔
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School Age (k-12) Rate	100.00%	98.85%	N/A	N/A	N/A	■ ■
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### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	100.00%	Y	N/A	↔
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■ ■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	—

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	N/A	N/A	N/A	■ ■
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	N/A	N/A	N/A	↓

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	N/A	N/A	N/A	—

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	N/A	N/A	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	==
Grade 08	15.00%	15.00%	N/A	N/A	N/A	==
Grade HS	11.21%	11.21%	N/A	N/A	N/A	==

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	==
Grade 08	12.04%	12.04%	N/A	N/A	N/A	==
Grade HS	15.21%	15.21%	N/A	N/A	N/A	==

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	0.00%	Y	N/A	↑
Grade 08	42.75%	38.65%	7.69%	Y	N/A	↑
Grade HS	37.35%	33.97%	N/A	N/A	N/A	==

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	9.09%	Y	N/A	↑
Grade 08	40.12%	32.67%	3.85%	Y	N/A	↑
Grade HS	28.24%	21.68%	N/A	N/A	N/A	==



## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	94.11%	Y	N/A	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	0.00%	Y	N/A	↔
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↔

## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	100.00%	98.85%	N/A	N/A	N/A	↓
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### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	N/A	N/A	N/A	—
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	N/A	N/A	N/A	---
Grade 08	95.00%	95.28%	N/A	N/A	N/A	---
Grade HS	95.00%	93.00%	N/A	N/A	N/A	---

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	N/A	N/A	N/A	---
Grade 08	95.00%	95.75%	N/A	N/A	N/A	---
Grade HS	95.00%	93.85%	N/A	N/A	N/A	---

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	N/A	N/A	N/A	---
Grade 08	4.46%	4.46%	N/A	N/A	N/A	---
Grade HS	3.56%	3.56%	N/A	N/A	N/A	---

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	N/A	N/A	N/A	---
Grade 08	3.54%	3.54%	N/A	N/A	N/A	---
Grade HS	2.58%	2.58%	N/A	N/A	N/A	---

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	N/A	N/A	N/A	—
Grade 08	42.75%	38.65%	N/A	N/A	N/A	—
Grade HS	37.35%	33.97%	N/A	N/A	N/A	—

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	N/A	N/A	N/A	—
Grade 08	40.12%	32.67%	N/A	N/A	N/A	—
Grade HS	28.24%	21.68%	N/A	N/A	N/A	—

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
-----------	--------------	------------	----------	-------------------	----------------------------	------------------------------

Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	100.00%	Y	N/A	↔
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	0.00%	Y	N/A	↔
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

--

Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

--

Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	None Returned	N/A	N/A	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	100.00%	98.85%	N/A	N/A	N/A	↓
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### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	N/A	N/A	N/A	—
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	N/A	N/A	N/A	—
Grade 08	95.00%	95.28%	N/A	N/A	N/A	—
Grade HS	95.00%	93.00%	100.00%	Y	N/A	—

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	N/A	N/A	N/A	—
Grade 08	95.00%	95.75%	N/A	N/A	N/A	—
Grade HS	95.00%	93.85%	100.00%	Y	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	N/A	N/A	N/A	—
Grade 08	4.46%	4.46%	N/A	N/A	N/A	—
Grade HS	3.56%	3.56%	0.00%	N	3.56%	—

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	N/A	N/A	N/A	—
Grade 08	3.54%	3.54%	N/A	N/A	N/A	—
Grade HS	2.58%	2.58%	0.00%	N	2.58%	—

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	N/A	N/A	N/A	—
Grade 08	42.75%	38.65%	N/A	N/A	N/A	—
Grade HS	37.35%	33.97%	0.00%	Y	N/A	—

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	N/A	N/A	N/A	—
Grade 08	40.12%	32.67%	N/A	N/A	N/A	—
Grade HS	28.24%	21.68%	0.00%	Y	N/A	—

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	73.33%	Y	N/A	==
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	0.00%	Y	N/A	==
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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)**

<b>Indicator</b>	<b>State Target</b>	<b>State Rate</b>	<b>LEA Rate</b>	<b>Target Met by LEA</b>	<b>LEA Difference from Target</b>	<b>Year to Year LEA Rate Change</b>
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	None Returned	N/A	N/A	■ ■
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	■ ■
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=4.00	Y	N/A	■ ■
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	100.00%	98.85%	N/A	N/A	N/A	■ ■
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### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■ ■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■ ■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	100%	100%	<100%	N	N/A	■ ■
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## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	N/A	N/A	N/A	↓
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	N/A	N/A	N/A	---
Grade 08	95.00%	95.28%	N/A	N/A	N/A	---
Grade HS	95.00%	93.00%	N/A	N/A	N/A	---

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	N/A	N/A	N/A	---
Grade 08	95.00%	95.75%	N/A	N/A	N/A	---
Grade HS	95.00%	93.85%	N/A	N/A	N/A	---

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	N/A	N/A	N/A	---
Grade 08	4.46%	4.46%	N/A	N/A	N/A	---
Grade HS	3.56%	3.56%	N/A	N/A	N/A	---

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	N/A	N/A	N/A	---
Grade 08	3.54%	3.54%	N/A	N/A	N/A	---
Grade HS	2.58%	2.58%	N/A	N/A	N/A	---



## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	---
Grade 08	15.00%	15.00%	N/A	N/A	N/A	---
Grade HS	11.21%	11.21%	N/A	N/A	N/A	---

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	---
Grade 08	12.04%	12.04%	N/A	N/A	N/A	---
Grade HS	15.21%	15.21%	N/A	N/A	N/A	---

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	N/A	N/A	N/A	---
Grade 08	42.75%	38.65%	N/A	N/A	N/A	---
Grade HS	37.35%	33.97%	N/A	N/A	N/A	---

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	N/A	N/A	N/A	---
Grade 08	40.12%	32.67%	N/A	N/A	N/A	---
Grade HS	28.24%	21.68%	N/A	N/A	N/A	---

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

N/A

N/A

N/A

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N/A

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

**Notes:** (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.

57.32%

58.83%

0.00%

N

57.32%

↔

Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.

12.08%

11.66%

0.00%

Y

N/A

↔

Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings

1.99%

1.92%

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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↔

## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	100.00%	98.85%	N/A	N/A	N/A	↓
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### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	80.95%	N	7.05%	↓
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	19.04%	N	9.04%	↑

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	93.94%	N	1.06%	↑
Grade HS	95.00%	93.00%	96.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	93.94%	N	1.06%	↑
Grade HS	95.00%	93.85%	96.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	8.70%	Y	N/A	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	2.13%	N	1.43%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	13.04%	N	1.19%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	100.00%	Y	N/A	↑
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	100.00%	Y	N/A	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	23.28%	Y	N/A	↑
Grade 08	42.75%	38.65%	40.91%	Y	N/A	↑
Grade HS	37.35%	33.97%	31.67%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	17.77%	Y	N/A	↑
Grade 08	40.12%	32.67%	23.86%	Y	N/A	↑
Grade HS	28.24%	21.68%	18.16%	Y	N/A	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	43.12%	N	14.20%	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	13.48%	N	1.82%	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	1.07%	Y	N/A	↑
Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools						

**LEAST RESTRICTIVE ENVIRONMENT (PreSchool)**

<b>Indicator</b>	<b>State Target</b>	<b>State Rate</b>	<b>LEA Rate</b>	<b>Target Met by LEA</b>	<b>LEA Difference from Target</b>	<b>Year to Year LEA Rate Change</b>
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes  
Summary 1: Social Emotional

89.16%

87.32%

N/A

N/A

N/A

■■

Indicator 07-A: Preschool Outcomes  
Summary 2: Social Emotional

66.32%

62.57%

N/A

N/A

N/A

■■

Indicator 07-B: Preschool Outcomes  
Summary 1: Knowledge and Skills

89.98%

87.98%

N/A

N/A

N/A

■■

Indicator 07-B: Preschool Outcomes  
Summary 2: Knowledge and Skills

57.17%

47.93%

N/A

N/A

N/A

■■

Indicator 07-C: Preschool Outcomes  
Summary 1: Appropriate Behaviors

90.71%

88.85%

N/A

N/A

N/A

■■

Indicator 07-C: Preschool Outcomes  
Summary 2: Appropriate Behaviors

75.95%

70.08%

N/A

N/A

N/A

■■



## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↔

## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>3.00	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 Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	100.00%	Y	N/A	↑
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	100%	100%	<100%	N	N/A	↓
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## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	92.85%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	7.14%	Y	N/A	↑

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	22.22%	Y	N/A	↑
Grade HS	3.56%	3.56%	3.03%	N	0.53%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	16.67%	Y	N/A	↑
Grade 08	3.54%	3.54%	11.11%	Y	N/A	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	0.00%	N	30.57%	↑
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	26.61%	Y	N/A	↑
Grade 08	42.75%	38.65%	15.53%	Y	N/A	↑
Grade HS	37.35%	33.97%	23.03%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	21.87%	Y	N/A	↑
Grade 08	40.12%	32.67%	29.71%	Y	N/A	↑
Grade HS	28.24%	21.68%	14.29%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.



## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	52.65%	N	4.67%	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	11.06%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	99.39%	Y	N/A	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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 Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔



## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	16.67%	Y	N/A	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	20.75%	Y	N/A	↑
Grade 08	42.75%	38.65%	5.78%	Y	N/A	↑
Grade HS	37.35%	33.97%	12.66%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	24.53%	Y	N/A	↑
Grade 08	40.12%	32.67%	24.49%	Y	N/A	↑
Grade HS	28.24%	21.68%	6.33%	Y	N/A	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	32.50%	N	24.82%	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	5.00%	Y	N/A	↔
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes  
Summary 1: Social Emotional

89.16%

87.32%

N/A

N/A

N/A

■■

Indicator 07-A: Preschool Outcomes  
Summary 2: Social Emotional

66.32%

62.57%

N/A

N/A

N/A

■■

Indicator 07-B: Preschool Outcomes  
Summary 1: Knowledge and Skills

89.98%

87.98%

N/A

N/A

N/A

■■

Indicator 07-B: Preschool Outcomes  
Summary 2: Knowledge and Skills

57.17%

47.93%

N/A

N/A

N/A

■■

Indicator 07-C: Preschool Outcomes  
Summary 1: Appropriate Behaviors

90.71%

88.85%

N/A

N/A

N/A

■■

Indicator 07-C: Preschool Outcomes  
Summary 2: Appropriate Behaviors

75.95%

70.08%

N/A

N/A

N/A

■■

## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↔
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↓

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	100.00%	Y	N/A	↑
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	5.56%	Y	N/A	↑
Grade 08	42.75%	38.65%	10.87%	Y	N/A	↑
Grade HS	37.35%	33.97%	23.81%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	0.00%	Y	N/A	↑
Grade 08	40.12%	32.67%	4.35%	Y	N/A	↑
Grade HS	28.24%	21.68%	7.94%	Y	N/A	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	70.58%	Y	N/A	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	5.88%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--



## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes  
Summary 1: Social Emotional

89.16%

87.32%

N/A

N/A

N/A

■■

Indicator 07-A: Preschool Outcomes  
Summary 2: Social Emotional

66.32%

62.57%

N/A

N/A

N/A

■■

Indicator 07-B: Preschool Outcomes  
Summary 1: Knowledge and Skills

89.98%

87.98%

N/A

N/A

N/A

■■

Indicator 07-B: Preschool Outcomes  
Summary 2: Knowledge and Skills

57.17%

47.93%

N/A

N/A

N/A

■■

Indicator 07-C: Preschool Outcomes  
Summary 1: Appropriate Behaviors

90.71%

88.85%

N/A

N/A

N/A

■■

Indicator 07-C: Preschool Outcomes  
Summary 2: Appropriate Behaviors

75.95%

70.08%

N/A

N/A

N/A

■■

## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	None Returned	N/A	N/A	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>3.00	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 Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	—
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School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↑
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### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	—
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	—
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Timely and Accurate Data Reporting**

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	88.88%	Y	N/A	↓
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	11.11%	N	1.11%	↑

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	3.57%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	33.33%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	0.00%	N	30.57%	↑
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	25.93%	Y	N/A	↑
Grade 08	42.75%	38.65%	43.28%	N	0.53%	↑
Grade HS	37.35%	33.97%	23.63%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	22.22%	Y	N/A	↑
Grade 08	40.12%	32.67%	29.85%	Y	N/A	↑
Grade HS	28.24%	21.68%	11.20%	Y	N/A	↑



## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.

57.32%

58.83%

76.37%

Y

N/A



Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.

12.08%

11.66%

6.30%

Y

N/A



Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings

1.99%

1.92%

0.78%

Y

N/A



Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools

## LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	96.52%	Y	N/A	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↓

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	83.33%	N	11.67%	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	83.33%	N	11.67%	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	0.00%	N	30.57%	↑
Grade 08	15.00%	15.00%	50.00%	Y	N/A	↑
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	50.00%	Y	N/A	↑
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	27.50%	Y	N/A	↑
Grade 08	42.75%	38.65%	37.88%	Y	N/A	↑
Grade HS	37.35%	33.97%	30.77%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	35.00%	N	1.17%	↑
Grade 08	40.12%	32.67%	24.24%	Y	N/A	↑
Grade HS	28.24%	21.68%	19.66%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	36.36%	N	20.96%	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	6.82%	Y	N/A	↔
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	97.36%	Y	N/A	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## CHILD FIND: TIMELY EVALUATION

## Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	—
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

## TRANSITION

## Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	—
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## Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	100.00%	Y	N/A	↑
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

0.00%

N

13.06%



B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

60.00%

Y

N/A



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↔
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	10.00%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	16.67%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	43.33%	N	8.09%	↑
Grade 08	42.75%	38.65%	56.25%	N	13.50%	↑
Grade HS	37.35%	33.97%	32.86%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	50.00%	N	16.17%	↑
Grade 08	40.12%	32.67%	37.50%	Y	N/A	↑
Grade HS	28.24%	21.68%	15.87%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	70.58%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	5.88%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

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Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

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Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↔

## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	—
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	—
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	100.00%	Y	N/A	↑
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	94.11%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	5.88%	Y	N/A	↑

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑



## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	22.95%	Y	N/A	↑
Grade 08	42.75%	38.65%	35.94%	Y	N/A	↑
Grade HS	37.35%	33.97%	29.45%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	29.51%	Y	N/A	↑
Grade 08	40.12%	32.67%	18.75%	Y	N/A	↑
Grade HS	28.24%	21.68%	17.79%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	55.12%	N	2.20%	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	1.92%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

--

Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

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Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	93.40%	N	0.65%	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↓
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↓
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	N/A	N/A	N/A	—
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	N/A	N/A	N/A	---
Grade 08	95.00%	95.28%	N/A	N/A	N/A	---
Grade HS	95.00%	93.00%	N/A	N/A	N/A	---

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	N/A	N/A	N/A	---
Grade 08	95.00%	95.75%	N/A	N/A	N/A	---
Grade HS	95.00%	93.85%	N/A	N/A	N/A	---

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	N/A	N/A	N/A	---
Grade 08	4.46%	4.46%	N/A	N/A	N/A	---
Grade HS	3.56%	3.56%	N/A	N/A	N/A	---

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	N/A	N/A	N/A	---
Grade 08	3.54%	3.54%	N/A	N/A	N/A	---
Grade HS	2.58%	2.58%	N/A	N/A	N/A	---

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	N/A	N/A	N/A	—
Grade 08	42.75%	38.65%	N/A	N/A	N/A	—
Grade HS	37.35%	33.97%	N/A	N/A	N/A	—

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	N/A	N/A	N/A	—
Grade 08	40.12%	32.67%	N/A	N/A	N/A	—
Grade HS	28.24%	21.68%	N/A	N/A	N/A	—

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

N/A

N/A

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N/A

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	N/A	N/A	N/A	==
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	N/A	N/A	N/A	==
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	11.20%	N	7.57%	↓
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	3.60%	Y	N/A	↑
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	0.00%	Y	N/A	↑

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes  
Summary 1: Social Emotional

89.16%

87.32%

83.58%

N

5.58%



Indicator 07-A: Preschool Outcomes  
Summary 2: Social Emotional

66.32%

62.57%

80.92%

Y

N/A



Indicator 07-B: Preschool Outcomes  
Summary 1: Knowledge and Skills

89.98%

87.98%

83.70%

N

6.28%



Indicator 07-B: Preschool Outcomes  
Summary 2: Knowledge and Skills

57.17%

47.93%

55.26%

N

1.91%



Indicator 07-C: Preschool Outcomes  
Summary 1: Appropriate Behaviors

90.71%

88.85%

79.25%

N

11.46%



Indicator 07-C: Preschool Outcomes  
Summary 2: Appropriate Behaviors

75.95%

70.08%

84.21%

Y

N/A






## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	86.14%	Y	N/A	
School Age (k-12) Rate	94.05%	96.23%	N/A	N/A	N/A	■ ■

## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that 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 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that 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 Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	100.00%	Y	N/A	↔
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School Age (k-12) Rate	100.00%	98.85%	N/A	N/A	N/A	■ ■
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### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	100.00%	Y	N/A	↔
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■ ■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	—

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	N/A	N/A	N/A	↓
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	N/A	N/A	N/A	—
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	N/A	N/A	N/A	—

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	N/A	N/A	N/A	—
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	N/A	N/A	N/A	—
Grade 08	4.46%	4.46%	0.00%	N	4.46%	—
Grade HS	3.56%	3.56%	N/A	N/A	N/A	—

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	N/A	N/A	N/A	—
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	--
Grade 08	15.00%	15.00%	N/A	N/A	N/A	--
Grade HS	11.21%	11.21%	N/A	N/A	N/A	--

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	--
Grade 08	12.04%	12.04%	N/A	N/A	N/A	--
Grade HS	15.21%	15.21%	N/A	N/A	N/A	--

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	N/A	N/A	N/A	--
Grade 08	42.75%	38.65%	60.00%	N	17.25%	↑
Grade HS	37.35%	33.97%	N/A	N/A	N/A	--

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	N/A	N/A	N/A	--
Grade 08	40.12%	32.67%	40.00%	Y	N/A	↑
Grade HS	28.24%	21.68%	N/A	N/A	N/A	--

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.



## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	91.66%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	0.00%	Y	N/A	↔
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

--

Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

--

Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	None Returned	N/A	N/A	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↓
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↓
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	100.00%	98.85%	N/A	N/A	N/A	↓
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### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↓



## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	83.33%	N	11.67%	↑
Grade 08	95.00%	95.28%	81.82%	N	13.18%	↑
Grade HS	95.00%	93.00%	71.43%	N	23.57%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	91.67%	N	3.33%	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	71.43%	N	23.57%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	11.11%	Y	N/A	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	9.09%	Y	N/A	↑
Grade 08	42.75%	38.65%	-5.11%	Y	N/A	↑
Grade HS	37.35%	33.97%	11.43%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	12.50%	Y	N/A	↑
Grade 08	40.12%	32.67%	0.00%	Y	N/A	↑
Grade HS	28.24%	21.68%	1.37%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

0.37%

Y

N/A



Required 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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	37.50%	N	19.82%	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	19.23%	N	7.57%	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

--

Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

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Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes  
Summary 1: Social Emotional

89.16%

87.32%

N/A

N/A

N/A

■■

Indicator 07-A: Preschool Outcomes  
Summary 2: Social Emotional

66.32%

62.57%

N/A

N/A

N/A

■■

Indicator 07-B: Preschool Outcomes  
Summary 1: Knowledge and Skills

89.98%

87.98%

N/A

N/A

N/A

■■

Indicator 07-B: Preschool Outcomes  
Summary 2: Knowledge and Skills

57.17%

47.93%

N/A

N/A

N/A

■■

Indicator 07-C: Preschool Outcomes  
Summary 1: Appropriate Behaviors

90.71%

88.85%

N/A

N/A

N/A

■■

Indicator 07-C: Preschool Outcomes  
Summary 2: Appropriate Behaviors

75.95%

70.08%

N/A

N/A

N/A

■■

## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↓
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

14.29%

Y

N/A



B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

28.57%

N

20.64%



C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

59.89%

56.54%

28.57%

N

31.32%



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	88.88%	Y	N/A	↔
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	11.11%	N	1.11%	↑

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	---
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	---
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	25.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	19.82%	Y	N/A	↑
Grade 08	42.75%	38.65%	29.81%	Y	N/A	↑
Grade HS	37.35%	33.97%	25.23%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	19.82%	Y	N/A	↑
Grade 08	40.12%	32.67%	23.08%	Y	N/A	↑
Grade HS	28.24%	21.68%	13.76%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	66.87%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	7.98%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--



## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	96.74%	Y	N/A	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↓
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	90.00%	Y	N/A	↓
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	10.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	88.24%	N	6.76%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	88.24%	N	6.76%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	17.65%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	15.91%	Y	N/A	↑
Grade 08	42.75%	38.65%	19.23%	Y	N/A	↑
Grade HS	37.35%	33.97%	25.77%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	19.85%	Y	N/A	↑
Grade 08	40.12%	32.67%	29.81%	Y	N/A	↑
Grade HS	28.24%	21.68%	21.13%	Y	N/A	↑



## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

0.32%

Y

N/A



Required 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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	53.76%	N	3.56%	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	10.75%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	0.53%	Y	N/A	↓
Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools						

## LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	92.31%	N	1.74%	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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%	<=3.00	Y	N/A	↓
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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 Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	66.67%	N	33.33%	↓
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

0.00%

N

13.06%



B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

50.00%

N

9.89%



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Timely and Accurate Data Reporting**

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↔
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	28.57%	Y	N/A	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	12.50%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	57.14%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	12.50%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	14.76%	Y	N/A	↑
Grade 08	42.75%	38.65%	41.03%	Y	N/A	↑
Grade HS	37.35%	33.97%	16.39%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	-0.48%	Y	N/A	↑
Grade 08	40.12%	32.67%	33.33%	Y	N/A	↑
Grade HS	28.24%	21.68%	6.39%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	59.55%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	5.62%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	86.67%	N	8.33%	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	86.96%	N	8.04%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	86.67%	N	8.33%	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	86.96%	N	8.04%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	9.09%	Y	N/A	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	8.33%	N	5.90%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	0.00%	N	30.57%	↑
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	30.93%	Y	N/A	↑
Grade 08	42.75%	38.65%	32.37%	Y	N/A	↑
Grade HS	37.35%	33.97%	32.90%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	31.87%	Y	N/A	↑
Grade 08	40.12%	32.67%	36.59%	Y	N/A	↑
Grade HS	28.24%	21.68%	18.06%	Y	N/A	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	65.82%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	10.13%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	1.26%	Y	N/A	↓
Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools						



## LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↔

## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↔
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	20.00%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	7.69%	Y	N/A	↑



## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	100.00%	Y	N/A	↑
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	23.68%	Y	N/A	↑
Grade 08	42.75%	38.65%	32.56%	Y	N/A	↑
Grade HS	37.35%	33.97%	23.61%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	8.95%	Y	N/A	↑
Grade 08	40.12%	32.67%	32.56%	Y	N/A	↑
Grade HS	28.24%	21.68%	11.75%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

1.25%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	43.20%	N	14.12%	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	3.70%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

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Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

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Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	97.96%	Y	N/A	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	—
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School Age (k-12) Rate	100.00%	98.85%	87.50%	N	12.50%	↓
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### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	—
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	—
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	20.00%	Y	N/A	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	20.00%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	100.00%	Y	N/A	↑
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	15.21%	Y	N/A	↑
Grade 08	42.75%	38.65%	52.13%	N	9.38%	↑
Grade HS	37.35%	33.97%	36.43%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	27.89%	Y	N/A	↑
Grade 08	40.12%	32.67%	42.55%	N	2.43%	↑
Grade HS	28.24%	21.68%	30.53%	N	2.29%	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

0.76%

Y

N/A



Required 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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	84.68%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	5.41%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↔

## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↔
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	12.50%	Y	N/A	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	12.50%	N	1.73%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	15.71%	Y	N/A	↑
Grade 08	42.75%	38.65%	41.94%	Y	N/A	↑
Grade HS	37.35%	33.97%	45.76%	N	8.41%	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	20.83%	Y	N/A	↑
Grade 08	40.12%	32.67%	38.71%	Y	N/A	↑
Grade HS	28.24%	21.68%	30.51%	N	2.27%	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.



## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	58.20%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	8.96%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↔

## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	83.33%	N	4.67%	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	8.33%	Y	N/A	↑



## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	83.87%	N	11.13%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	83.87%	N	11.13%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	16.67%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	33.33%	Y	N/A	↑
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	30.89%	Y	N/A	↑
Grade 08	42.75%	38.65%	32.00%	Y	N/A	↑
Grade HS	37.35%	33.97%	31.49%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	18.29%	Y	N/A	↑
Grade 08	40.12%	32.67%	26.40%	Y	N/A	↑
Grade HS	28.24%	21.68%	19.66%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	58.51%	Y	N/A	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	13.97%	N	2.31%	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

--

Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

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Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↓

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	33.33%	Y	N/A	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	33.33%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	100.00%	Y	N/A	↑
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	50.00%	Y	N/A	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	100.00%	Y	N/A	↑
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	50.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	9.26%	Y	N/A	↑
Grade 08	42.75%	38.65%	30.95%	Y	N/A	↑
Grade HS	37.35%	33.97%	25.84%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	7.41%	Y	N/A	↑
Grade 08	40.12%	32.67%	16.67%	Y	N/A	↑
Grade HS	28.24%	21.68%	6.74%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	54.05%	N	3.27%	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	11.71%	Y	N/A	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--



## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↔

## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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 Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	16.67%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	18.37%	Y	N/A	↑
Grade 08	42.75%	38.65%	24.44%	Y	N/A	↑
Grade HS	37.35%	33.97%	37.63%	N	0.28%	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	15.99%	Y	N/A	↑
Grade 08	40.12%	32.67%	22.22%	Y	N/A	↑
Grade HS	28.24%	21.68%	22.58%	Y	N/A	↑



## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	82.05%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	2.56%	Y	N/A	↔
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↔
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

20.00%

Y

N/A



B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

100.00%

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.

59.89%

56.54%

100.00%

Y

N/A



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	88.75%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	11.25%	N	1.25%	↑

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	97.41%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	92.34%	N	2.66%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	97.41%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	94.04%	N	0.96%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	10.78%	Y	N/A	↑
Grade 08	4.46%	4.46%	7.14%	Y	N/A	↑
Grade HS	3.56%	3.56%	2.45%	N	1.11%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	22.55%	Y	N/A	↑
Grade 08	3.54%	3.54%	8.33%	Y	N/A	↑
Grade HS	2.58%	2.58%	0.96%	N	1.62%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	18.18%	N	12.39%	↑
Grade 08	15.00%	15.00%	33.33%	Y	N/A	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	34.55%	Y	N/A	↑
Grade 08	42.75%	38.65%	46.78%	N	4.03%	↑
Grade HS	37.35%	33.97%	41.86%	N	4.51%	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	34.32%	N	0.49%	↑
Grade 08	40.12%	32.67%	47.09%	N	6.97%	↑
Grade HS	28.24%	21.68%	29.33%	N	1.09%	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	52.94%	N	4.38%	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	16.42%	N	4.76%	↔
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	89.33%	N	4.72%	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	—
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School Age (k-12) Rate	100.00%	98.85%	99.03%	N	0.97%	↓
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### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	—
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	—
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

13.75%

Y

N/A



B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

47.50%

N

1.71%



C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

59.89%

56.54%

N/A

N/A

N/A



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↓

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	95.83%	Y	N/A	↑
Grade 08	95.00%	95.28%	96.30%	Y	N/A	↑
Grade HS	95.00%	93.00%	97.96%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	95.83%	Y	N/A	↑
Grade 08	95.00%	95.75%	96.30%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	4.35%	N	2.33%	↑
Grade 08	4.46%	4.46%	3.85%	N	0.61%	↑
Grade HS	3.56%	3.56%	2.17%	N	1.39%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	17.39%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	4.26%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	100.00%	Y	N/A	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	50.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	16.67%	Y	N/A	↑
Grade 08	42.75%	38.65%	39.44%	Y	N/A	↑
Grade HS	37.35%	33.97%	25.69%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	21.81%	Y	N/A	↑
Grade 08	40.12%	32.67%	43.07%	N	2.95%	↑
Grade HS	28.24%	21.68%	12.56%	Y	N/A	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	55.37%	N	1.95%	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	10.10%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	0.32%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	98.25%	Y	N/A	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	100.00%	98.85%	97.72%	N	2.28%	↓
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### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	85.71%	N	9.29%	↑
Grade HS	95.00%	93.00%	89.47%	N	5.53%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	85.71%	N	9.29%	↑
Grade HS	95.00%	93.85%	89.47%	N	5.53%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	6.67%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	15.38%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑



## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	0.00%	N	30.57%	↑
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	25.00%	Y	N/A	↑
Grade 08	42.75%	38.65%	46.99%	N	4.24%	↑
Grade HS	37.35%	33.97%	27.89%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	13.19%	Y	N/A	↑
Grade 08	40.12%	32.67%	38.55%	Y	N/A	↑
Grade HS	28.24%	21.68%	25.37%	Y	N/A	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	61.74%	Y	N/A	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	13.42%	N	1.76%	↔
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	96.95%	Y	N/A	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↔
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	92.31%	N	2.69%	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	92.31%	N	2.69%	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	16.67%	Y	N/A	↑
Grade HS	3.56%	3.56%	11.11%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	18.18%	Y	N/A	↑
Grade 08	3.54%	3.54%	16.67%	Y	N/A	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	0.00%	N	30.57%	↑
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	53.33%	N	18.09%	↑
Grade 08	42.75%	38.65%	18.70%	Y	N/A	↑
Grade HS	37.35%	33.97%	24.77%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	50.15%	N	16.32%	↑
Grade 08	40.12%	32.67%	16.26%	Y	N/A	↑
Grade HS	28.24%	21.68%	26.72%	Y	N/A	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	66.66%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	9.93%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	0.70%	Y	N/A	↑
Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools						

## LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes  
Summary 1: Social Emotional

89.16%

87.32%

N/A

N/A

N/A

■■

Indicator 07-A: Preschool Outcomes  
Summary 2: Social Emotional

66.32%

62.57%

N/A

N/A

N/A

■■

Indicator 07-B: Preschool Outcomes  
Summary 1: Knowledge and Skills

89.98%

87.98%

N/A

N/A

N/A

■■

Indicator 07-B: Preschool Outcomes  
Summary 2: Knowledge and Skills

57.17%

47.93%

N/A

N/A

N/A

■■

Indicator 07-C: Preschool Outcomes  
Summary 1: Appropriate Behaviors

90.71%

88.85%

N/A

N/A

N/A

■■

Indicator 07-C: Preschool Outcomes  
Summary 2: Appropriate Behaviors

75.95%

70.08%

N/A

N/A

N/A

■■



## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	95.83%	Y	N/A	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	100.00%	Y	N/A	↑
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↔
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	75.00%	N	20.00%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	75.00%	N	20.00%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	63.75%	N	28.51%	↑
Grade 08	42.75%	38.65%	66.35%	N	23.60%	↑
Grade HS	37.35%	33.97%	40.86%	N	3.51%	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	65.00%	N	31.17%	↑
Grade 08	40.12%	32.67%	68.27%	N	28.15%	↑
Grade HS	28.24%	21.68%	38.71%	N	10.47%	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.



## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	54.87%	N	2.45%	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	8.54%	Y	N/A	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	1.21%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

--

Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

--

Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes  
Summary 1: Social Emotional

89.16%

87.32%

N/A

N/A

N/A

■■

Indicator 07-A: Preschool Outcomes  
Summary 2: Social Emotional

66.32%

62.57%

N/A

N/A

N/A

■■

Indicator 07-B: Preschool Outcomes  
Summary 1: Knowledge and Skills

89.98%

87.98%

N/A

N/A

N/A

■■

Indicator 07-B: Preschool Outcomes  
Summary 2: Knowledge and Skills

57.17%

47.93%

N/A

N/A

N/A

■■

Indicator 07-C: Preschool Outcomes  
Summary 1: Appropriate Behaviors

90.71%

88.85%

N/A

N/A

N/A

■■

Indicator 07-C: Preschool Outcomes  
Summary 2: Appropriate Behaviors

75.95%

70.08%

N/A

N/A

N/A

■■

## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↔

## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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 Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	75.00%	N	25.00%	↓
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↔
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↓



## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	93.33%	N	1.67%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	93.33%	N	1.67%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	50.00%	Y	N/A	↑
Grade HS	3.56%	3.56%	7.14%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	30.00%	Y	N/A	↑
Grade 08	3.54%	3.54%	16.67%	Y	N/A	↑
Grade HS	2.58%	2.58%	7.14%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	33.33%	Y	N/A	↑
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	37.08%	N	1.84%	↑
Grade 08	42.75%	38.65%	-0.98%	Y	N/A	↑
Grade HS	37.35%	33.97%	33.44%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	26.18%	Y	N/A	↑
Grade 08	40.12%	32.67%	9.80%	Y	N/A	↑
Grade HS	28.24%	21.68%	12.42%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	70.64%	Y	N/A	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	11.01%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	None Returned	N/A	N/A	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	94.44%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↓

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	95.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	84.44%	N	10.56%	↑
Grade HS	95.00%	93.00%	82.35%	N	12.65%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	95.12%	Y	N/A	↑
Grade 08	95.00%	95.75%	86.67%	N	8.33%	↑
Grade HS	95.00%	93.85%	83.53%	N	11.47%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	2.70%	N	3.98%	↑
Grade 08	4.46%	4.46%	2.86%	N	1.60%	↑
Grade HS	3.56%	3.56%	1.64%	N	1.92%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	2.78%	N	0.76%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	0.00%	N	30.57%	↑
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	21.56%	Y	N/A	↑
Grade 08	42.75%	38.65%	28.37%	Y	N/A	↑
Grade HS	37.35%	33.97%	24.09%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	34.85%	N	1.02%	↑
Grade 08	40.12%	32.67%	25.07%	Y	N/A	↑
Grade HS	28.24%	21.68%	15.88%	Y	N/A	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	32.56%	N	24.76%	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	16.91%	N	5.25%	↔
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--



## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	87.67%	N	6.38%	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	N/A	N/A	N/A	↓
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	25.00%	Y	N/A	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	16.67%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	25.00%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	34.52%	Y	N/A	↑
Grade 08	42.75%	38.65%	53.13%	N	10.38%	↑
Grade HS	37.35%	33.97%	32.39%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	41.67%	N	7.84%	↑
Grade 08	40.12%	32.67%	34.38%	Y	N/A	↑
Grade HS	28.24%	21.68%	22.64%	Y	N/A	↑



## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	54.68%	N	2.64%	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	1.56%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes  
Summary 1: Social Emotional

89.16%

87.32%

N/A

N/A

N/A

■■

Indicator 07-A: Preschool Outcomes  
Summary 2: Social Emotional

66.32%

62.57%

N/A

N/A

N/A

■■

Indicator 07-B: Preschool Outcomes  
Summary 1: Knowledge and Skills

89.98%

87.98%

N/A

N/A

N/A

■■

Indicator 07-B: Preschool Outcomes  
Summary 2: Knowledge and Skills

57.17%

47.93%

N/A

N/A

N/A

■■

Indicator 07-C: Preschool Outcomes  
Summary 1: Appropriate Behaviors

90.71%

88.85%

N/A

N/A

N/A

■■

Indicator 07-C: Preschool Outcomes  
Summary 2: Appropriate Behaviors

75.95%

70.08%

N/A

N/A

N/A

■■

## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	90.00%	N	4.05%	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	76.66%	N	11.34%	↓
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	23.33%	N	13.33%	↑

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	95.45%	Y	N/A	↑
Grade HS	95.00%	93.00%	90.48%	N	4.52%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	95.45%	Y	N/A	↑
Grade HS	95.00%	93.85%	90.48%	N	4.52%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	2.86%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	0.00%	N	30.57%	↑
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	10.92%	Y	N/A	↑
Grade 08	42.75%	38.65%	15.87%	Y	N/A	↑
Grade HS	37.35%	33.97%	13.85%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	7.50%	Y	N/A	↑
Grade 08	40.12%	32.67%	6.30%	Y	N/A	↑
Grade HS	28.24%	21.68%	1.86%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	39.91%	N	17.41%	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	13.45%	N	1.79%	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	0.44%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes  
Summary 1: Social Emotional

89.16%

87.32%

N/A

N/A

N/A

■■

Indicator 07-A: Preschool Outcomes  
Summary 2: Social Emotional

66.32%

62.57%

N/A

N/A

N/A

■■

Indicator 07-B: Preschool Outcomes  
Summary 1: Knowledge and Skills

89.98%

87.98%

N/A

N/A

N/A

■■

Indicator 07-B: Preschool Outcomes  
Summary 2: Knowledge and Skills

57.17%

47.93%

N/A

N/A

N/A

■■

Indicator 07-C: Preschool Outcomes  
Summary 1: Appropriate Behaviors

90.71%

88.85%

N/A

N/A

N/A

■■

Indicator 07-C: Preschool Outcomes  
Summary 2: Appropriate Behaviors

75.95%

70.08%

N/A

N/A

N/A

■■

## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	99.16%	Y	N/A	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↓
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	90.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	10.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	94.74%	N	0.26%	↑
Grade 08	95.00%	95.28%	91.67%	N	3.33%	↑
Grade HS	95.00%	93.00%	83.33%	N	11.67%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	94.74%	N	0.26%	↑
Grade 08	95.00%	95.75%	91.67%	N	3.33%	↑
Grade HS	95.00%	93.85%	91.67%	N	3.33%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	11.11%	Y	N/A	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	5.00%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	11.11%	N	3.12%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	30.22%	Y	N/A	↑
Grade 08	42.75%	38.65%	42.17%	Y	N/A	↑
Grade HS	37.35%	33.97%	30.63%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	35.56%	N	1.73%	↑
Grade 08	40.12%	32.67%	23.81%	Y	N/A	↑
Grade HS	28.24%	21.68%	9.88%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	70.12%	Y	N/A	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	13.64%	N	1.98%	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	0.64%	Y	N/A	↑
Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools						



## LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

--

Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

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Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	97.05%	Y	N/A	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	100%	100%	<100%	N	N/A	↓
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## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	0.00%	N	88.00%	↓
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	93.75%	N	1.25%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	93.75%	N	1.25%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	20.00%	Y	N/A	↑
Grade 08	4.46%	4.46%	5.88%	Y	N/A	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	20.00%	Y	N/A	↑
Grade 08	3.54%	3.54%	5.88%	Y	N/A	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑



## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	39.26%	N	4.02%	↑
Grade 08	42.75%	38.65%	34.31%	Y	N/A	↑
Grade HS	37.35%	33.97%	36.27%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	28.15%	Y	N/A	↑
Grade 08	40.12%	32.67%	31.37%	Y	N/A	↑
Grade HS	28.24%	21.68%	24.23%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	38.37%	N	18.95%	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	9.88%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	98.24%	Y	N/A	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↓
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	—
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	—
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	80.00%	N	20.00%	↓
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↔
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	6.25%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	8.33%	N	5.90%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	0.00%	N	30.57%	↑
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	66.67%	Y	N/A	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	30.95%	Y	N/A	↑
Grade 08	42.75%	38.65%	36.14%	Y	N/A	↑
Grade HS	37.35%	33.97%	31.57%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	27.38%	Y	N/A	↑
Grade 08	40.12%	32.67%	39.76%	Y	N/A	↑
Grade HS	28.24%	21.68%	27.56%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	57.57%	Y	N/A	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	4.85%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	85.71%	N	2.29%	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	14.28%	N	4.28%	↑

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	96.43%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	8.33%	Y	N/A	↑
Grade 08	42.75%	38.65%	19.48%	Y	N/A	↑
Grade HS	37.35%	33.97%	10.45%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	5.56%	Y	N/A	↑
Grade 08	40.12%	32.67%	5.19%	Y	N/A	↑
Grade HS	28.24%	21.68%	6.77%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.



## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	70.54%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	21.92%	N	10.26%	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	98.97%	Y	N/A	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	100.00%	98.85%	N/A	N/A	N/A	↓
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### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↓



## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	10.00%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	50.00%	Y	N/A	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	7.14%	Y	N/A	↑
Grade 08	42.75%	38.65%	23.53%	Y	N/A	↑
Grade HS	37.35%	33.97%	5.52%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	7.14%	Y	N/A	↑
Grade 08	40.12%	32.67%	11.76%	Y	N/A	↑
Grade HS	28.24%	21.68%	10.34%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	40.69%	N	16.63%	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	6.98%	Y	N/A	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	3.48%	N	2.48%	↓
Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools						

## LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	—
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	—
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	—

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↔

## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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 Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	100.00%	Y	N/A	↑
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	N/A	N/A	N/A	↓
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	55.56%	N	39.44%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	88.89%	N	6.11%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	11.11%	Y	N/A	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	-5.71%	Y	N/A	↑
Grade 08	42.75%	38.65%	27.03%	Y	N/A	↑
Grade HS	37.35%	33.97%	26.98%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	5.26%	Y	N/A	↑
Grade 08	40.12%	32.67%	13.51%	Y	N/A	↑
Grade HS	28.24%	21.68%	4.55%	Y	N/A	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	22.68%	N	34.64%	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	11.34%	Y	N/A	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	2.06%	N	1.06%	↓
Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools						

## LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--



## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	None Returned	N/A	N/A	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↓
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	N/A	N/A	N/A	↓
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↓

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	87.50%	N	7.50%	↑
Grade 08	95.00%	95.28%	71.43%	N	23.57%	↑
Grade HS	95.00%	93.00%	90.00%	N	5.00%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	87.50%	N	7.50%	↑
Grade 08	95.00%	95.75%	71.43%	N	23.57%	↑
Grade HS	95.00%	93.85%	90.00%	N	5.00%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	14.29%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	14.29%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	50.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	28.21%	Y	N/A	↑
Grade 08	42.75%	38.65%	46.81%	N	4.06%	↑
Grade HS	37.35%	33.97%	17.77%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	43.59%	N	9.76%	↑
Grade 08	40.12%	32.67%	48.94%	N	8.82%	↑
Grade HS	28.24%	21.68%	1.10%	Y	N/A	↑



## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	68.13%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	7.69%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

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Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

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Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↔
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	100.00%	Y	N/A	↑
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Timely and Accurate Data Reporting**

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	N/A	N/A	N/A	↓
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↓

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	25.00%	Y	N/A	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	25.00%	Y	N/A	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	0.00%	N	30.57%	↑
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	48.39%	N	13.15%	↑
Grade 08	42.75%	38.65%	32.14%	Y	N/A	↑
Grade HS	37.35%	33.97%	33.33%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	54.84%	N	21.01%	↑
Grade 08	40.12%	32.67%	6.43%	Y	N/A	↑
Grade HS	28.24%	21.68%	24.59%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	64.06%	Y	N/A	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	7.81%	Y	N/A	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	4.68%	N	3.68%	↑
Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools						

## LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↔

## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↓

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	90.00%	N	5.00%	↑
Grade 08	95.00%	95.28%	91.67%	N	3.33%	↑
Grade HS	95.00%	93.00%	88.24%	N	6.76%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	90.00%	N	5.00%	↑
Grade 08	95.00%	95.75%	91.67%	N	3.33%	↑
Grade HS	95.00%	93.85%	88.24%	N	6.76%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	20.63%	Y	N/A	↑
Grade 08	42.75%	38.65%	20.00%	Y	N/A	↑
Grade HS	37.35%	33.97%	23.29%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	28.57%	Y	N/A	↑
Grade 08	40.12%	32.67%	12.94%	Y	N/A	↑
Grade HS	28.24%	21.68%	12.33%	Y	N/A	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	78.21%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	4.95%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

--

Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

--

Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	None Returned	N/A	N/A	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	100.00%	98.85%	92.30%	N	7.70%	↓
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### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↔
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	33.33%	Y	N/A	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	33.33%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑



## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	-14.81%	Y	N/A	↑
Grade 08	42.75%	38.65%	30.43%	Y	N/A	↑
Grade HS	37.35%	33.97%	27.87%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	-11.11%	Y	N/A	↑
Grade 08	40.12%	32.67%	21.74%	Y	N/A	↑
Grade HS	28.24%	21.68%	9.68%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

1.35%

Y

N/A



Required 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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	58.69%	Y	N/A	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	17.39%	N	5.73%	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

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Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

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Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↔

## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	—
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	—
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	100.00%	Y	N/A	↑
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate

100%

100%

N/A

N/A

N/A

■■

School Age (k-12) Rate

100%

100%

100%

Y

N/A

↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	83.33%	N	11.67%	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	95.24%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	83.33%	N	11.67%	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	95.24%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	5.56%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	20.00%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	18.37%	Y	N/A	↑
Grade 08	42.75%	38.65%	43.55%	N	0.80%	↑
Grade HS	37.35%	33.97%	36.87%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	24.90%	Y	N/A	↑
Grade 08	40.12%	32.67%	35.48%	Y	N/A	↑
Grade HS	28.24%	21.68%	13.64%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	66.01%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	4.85%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	1.94%	Y	N/A	↑
Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools						

## LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	95.24%	Y	N/A	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Timely and Accurate Data Reporting**

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	66.67%	N	28.33%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	66.67%	N	28.33%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	25.00%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	25.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	28.57%	Y	N/A	↑
Grade 08	42.75%	38.65%	30.00%	Y	N/A	↑
Grade HS	37.35%	33.97%	-2.05%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	38.10%	N	4.27%	↑
Grade 08	40.12%	32.67%	16.67%	Y	N/A	↑
Grade HS	28.24%	21.68%	-10.25%	Y	N/A	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.



## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	85.00%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	0.00%	Y	N/A	↔
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	2.50%	N	1.50%	↑
Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools						

## LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↔

## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↔
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔



## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	18.18%	Y	N/A	↑
Grade 08	42.75%	38.65%	36.11%	Y	N/A	↑
Grade HS	37.35%	33.97%	22.22%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	27.27%	Y	N/A	↑
Grade 08	40.12%	32.67%	22.22%	Y	N/A	↑
Grade HS	28.24%	21.68%	9.52%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.

57.32%

58.83%

75.80%

Y

N/A



Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.

12.08%

11.66%

9.68%

Y

N/A



Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings

1.99%

1.92%

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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

--

Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

--

Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	97.50%	Y	N/A	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	92.31%	N	2.69%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	94.87%	N	0.13%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	8.70%	N	5.53%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	0.00%	N	30.57%	↑
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	7.06%	Y	N/A	↑
Grade 08	42.75%	38.65%	17.96%	Y	N/A	↑
Grade HS	37.35%	33.97%	17.70%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	5.92%	Y	N/A	↑
Grade 08	40.12%	32.67%	6.80%	Y	N/A	↑
Grade HS	28.24%	21.68%	4.41%	Y	N/A	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

-0.81%

Y

N/A



Required 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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	72.07%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	15.09%	N	3.43%	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--



## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	92.64%	N	1.41%	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	90.90%	Y	N/A	↓
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↓

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	95.83%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	95.83%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	33.33%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	4.55%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	49.21%	N	13.97%	↑
Grade 08	42.75%	38.65%	50.63%	N	7.88%	↑
Grade HS	37.35%	33.97%	34.69%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	7.94%	Y	N/A	↑
Grade 08	40.12%	32.67%	31.65%	Y	N/A	↑
Grade HS	28.24%	21.68%	14.50%	Y	N/A	↑



## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	90.47%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	2.86%	Y	N/A	↔
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

--

Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

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Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	97.84%	Y	N/A	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↓
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

36.36%

Y

N/A



B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

63.64%

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.

59.89%

56.54%

72.73%

Y

N/A



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	100%	100%	<100%	N	N/A	↓
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## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	N/A	N/A	N/A	—
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	N/A	N/A	N/A	—
Grade 08	95.00%	95.28%	N/A	N/A	N/A	—
Grade HS	95.00%	93.00%	N/A	N/A	N/A	—

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	N/A	N/A	N/A	—
Grade 08	95.00%	95.75%	N/A	N/A	N/A	—
Grade HS	95.00%	93.85%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	N/A	N/A	N/A	—
Grade 08	4.46%	4.46%	N/A	N/A	N/A	—
Grade HS	3.56%	3.56%	N/A	N/A	N/A	—

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	N/A	N/A	N/A	—
Grade 08	3.54%	3.54%	N/A	N/A	N/A	—
Grade HS	2.58%	2.58%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	N/A	N/A	N/A	—
Grade 08	42.75%	38.65%	N/A	N/A	N/A	—
Grade HS	37.35%	33.97%	N/A	N/A	N/A	—

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	N/A	N/A	N/A	—
Grade 08	40.12%	32.67%	N/A	N/A	N/A	—
Grade HS	28.24%	21.68%	N/A	N/A	N/A	—

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

N/A

N/A

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N/A

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

**Notes:** (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	N/A	N/A	N/A	==
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	N/A	N/A	N/A	==
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	22.38%	Y	N/A	↓
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	0.36%	Y	N/A	↑
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	0.00%	Y	N/A	↑

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes  
Summary 1: Social Emotional

89.16%

87.32%

100.00%

Y

N/A



Indicator 07-A: Preschool Outcomes  
Summary 2: Social Emotional

66.32%

62.57%

84.21%

Y

N/A



Indicator 07-B: Preschool Outcomes  
Summary 1: Knowledge and Skills

89.98%

87.98%

96.36%

Y

N/A



Indicator 07-B: Preschool Outcomes  
Summary 2: Knowledge and Skills

57.17%

47.93%

54.39%

N

2.78%



Indicator 07-C: Preschool Outcomes  
Summary 1: Appropriate Behaviors

90.71%

88.85%

99.01%

Y

N/A



Indicator 07-C: Preschool Outcomes  
Summary 2: Appropriate Behaviors

75.95%

70.08%

85.38%

Y

N/A



## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	91.98%	Y	N/A	↑
School Age (k-12) Rate	94.05%	96.23%	N/A	N/A	N/A	==

## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that 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 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that 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 Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	100.00%	Y	N/A	↔
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School Age (k-12) Rate	100.00%	98.85%	N/A	N/A	N/A	—
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### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	↓
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	—
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	—

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↓

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	94.44%	N	0.56%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	94.44%	N	0.56%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	5.88%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	20.93%	Y	N/A	↑
Grade 08	42.75%	38.65%	41.82%	Y	N/A	↑
Grade HS	37.35%	33.97%	33.65%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	30.23%	Y	N/A	↑
Grade 08	40.12%	32.67%	36.36%	Y	N/A	↑
Grade HS	28.24%	21.68%	24.42%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.

57.32%

58.83%

47.10%

N

10.22%



Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.

12.08%

11.66%

8.70%

Y

N/A



Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings

1.99%

1.92%

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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes  
Summary 1: Social Emotional

89.16%

87.32%

N/A

N/A

N/A

■■

Indicator 07-A: Preschool Outcomes  
Summary 2: Social Emotional

66.32%

62.57%

N/A

N/A

N/A

■■

Indicator 07-B: Preschool Outcomes  
Summary 1: Knowledge and Skills

89.98%

87.98%

N/A

N/A

N/A

■■

Indicator 07-B: Preschool Outcomes  
Summary 2: Knowledge and Skills

57.17%

47.93%

N/A

N/A

N/A

■■

Indicator 07-C: Preschool Outcomes  
Summary 1: Appropriate Behaviors

90.71%

88.85%

N/A

N/A

N/A

■■

Indicator 07-C: Preschool Outcomes  
Summary 2: Appropriate Behaviors

75.95%

70.08%

N/A

N/A

N/A

■■

## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↔

## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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 Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	85.71%	N	2.29%	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	14.28%	N	4.28%	↑

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	11.11%	Y	N/A	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	11.11%	Y	N/A	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑



## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	26.32%	Y	N/A	↑
Grade 08	42.75%	38.65%	40.24%	Y	N/A	↑
Grade HS	37.35%	33.97%	27.15%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	22.81%	Y	N/A	↑
Grade 08	40.12%	32.67%	37.54%	Y	N/A	↑
Grade HS	28.24%	21.68%	19.21%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	70.96%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	9.14%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

--

Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

--

Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	92.72%	N	1.33%	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↓
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↓
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	N/A	N/A	N/A	↓
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↓

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	83.33%	N	11.67%	↑
Grade HS	95.00%	93.00%	93.33%	N	1.67%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	83.33%	N	11.67%	↑
Grade HS	95.00%	93.85%	93.33%	N	1.67%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	16.67%	Y	N/A	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	16.67%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	20.07%	Y	N/A	↑
Grade 08	42.75%	38.65%	24.07%	Y	N/A	↑
Grade HS	37.35%	33.97%	15.32%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	5.78%	Y	N/A	↑
Grade 08	40.12%	32.67%	37.04%	Y	N/A	↑
Grade HS	28.24%	21.68%	9.73%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	46.31%	N	11.01%	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	8.42%	Y	N/A	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

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Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

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Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## CHILD FIND: TIMELY EVALUATION

## Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	—
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School Age (k-12) Rate	100.00%	98.85%	87.50%	N	12.50%	↓
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## TRANSITION

## Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	—
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## Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	100.00%	Y	N/A	↑
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	N/A	N/A	N/A	↓
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	N/A	N/A	N/A	↓

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	85.71%	N	9.29%	↑
Grade 08	95.00%	95.28%	87.50%	N	7.50%	↑
Grade HS	95.00%	93.00%	92.86%	N	2.14%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	85.71%	N	9.29%	↑
Grade 08	95.00%	95.75%	93.75%	N	1.25%	↑
Grade HS	95.00%	93.85%	92.86%	N	2.14%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	18.18%	Y	N/A	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	9.09%	N	5.14%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	0.00%	N	30.57%	↑
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	14.73%	Y	N/A	↑
Grade 08	42.75%	38.65%	14.44%	Y	N/A	↑
Grade HS	37.35%	33.97%	9.94%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	12.43%	Y	N/A	↑
Grade 08	40.12%	32.67%	5.56%	Y	N/A	↑
Grade HS	28.24%	21.68%	2.45%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

-0.18%

Y

N/A



Required 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 2019/2020 school year)

0.00%

0.00%

&lt;=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.



## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	41.86%	N	15.46%	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	16.86%	N	5.20%	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

--

Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

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Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↓
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↓
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	—
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↑

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↓



## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	90.91%	N	4.09%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	0.00%	N	30.57%	↑
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	5.56%	Y	N/A	↑
Grade 08	42.75%	38.65%	11.54%	Y	N/A	↑
Grade HS	37.35%	33.97%	5.36%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	11.11%	Y	N/A	↑
Grade 08	40.12%	32.67%	0.00%	Y	N/A	↑
Grade HS	28.24%	21.68%	0.00%	Y	N/A	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

-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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	29.78%	N	27.54%	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	2.13%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	8.51%	N	7.51%	↑
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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes  
Summary 1: Social Emotional

89.16%

87.32%

N/A

N/A

N/A

■■

Indicator 07-A: Preschool Outcomes  
Summary 2: Social Emotional

66.32%

62.57%

N/A

N/A

N/A

■■

Indicator 07-B: Preschool Outcomes  
Summary 1: Knowledge and Skills

89.98%

87.98%

N/A

N/A

N/A

■■

Indicator 07-B: Preschool Outcomes  
Summary 2: Knowledge and Skills

57.17%

47.93%

N/A

N/A

N/A

■■

Indicator 07-C: Preschool Outcomes  
Summary 1: Appropriate Behaviors

90.71%

88.85%

N/A

N/A

N/A

■■

Indicator 07-C: Preschool Outcomes  
Summary 2: Appropriate Behaviors

75.95%

70.08%

N/A

N/A

N/A

■■

## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	100%	100%	<100%	N	N/A	↓
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## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	N/A	N/A	N/A	—
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	N/A	N/A	N/A	—
Grade 08	95.00%	95.28%	N/A	N/A	N/A	—
Grade HS	95.00%	93.00%	N/A	N/A	N/A	—

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	N/A	N/A	N/A	—
Grade 08	95.00%	95.75%	N/A	N/A	N/A	—
Grade HS	95.00%	93.85%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	N/A	N/A	N/A	—
Grade 08	4.46%	4.46%	N/A	N/A	N/A	—
Grade HS	3.56%	3.56%	N/A	N/A	N/A	—

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	N/A	N/A	N/A	—
Grade 08	3.54%	3.54%	N/A	N/A	N/A	—
Grade HS	2.58%	2.58%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	■■
Grade 08	15.00%	15.00%	N/A	N/A	N/A	■■
Grade HS	11.21%	11.21%	N/A	N/A	N/A	■■

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	■■
Grade 08	12.04%	12.04%	N/A	N/A	N/A	■■
Grade HS	15.21%	15.21%	N/A	N/A	N/A	■■

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	N/A	N/A	N/A	■■
Grade 08	42.75%	38.65%	N/A	N/A	N/A	■■
Grade HS	37.35%	33.97%	N/A	N/A	N/A	■■

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	N/A	N/A	N/A	■■
Grade 08	40.12%	32.67%	N/A	N/A	N/A	■■
Grade HS	28.24%	21.68%	N/A	N/A	N/A	■■

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

N/A

N/A

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N/A

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

**Notes:** (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	N/A	N/A	N/A	==
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	N/A	N/A	N/A	==
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	26.27%	Y	N/A	↓
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	31.14%	N	9.43%	↓
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	0.84%	Y	N/A	↑



## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes  
Summary 1: Social Emotional

89.16%

87.32%

87.26%

N

1.90%



Indicator 07-A: Preschool Outcomes  
Summary 2: Social Emotional

66.32%

62.57%

76.26%

Y

N/A



Indicator 07-B: Preschool Outcomes  
Summary 1: Knowledge and Skills

89.98%

87.98%

91.53%

Y

N/A



Indicator 07-B: Preschool Outcomes  
Summary 2: Knowledge and Skills

57.17%

47.93%

63.04%

Y

N/A



Indicator 07-C: Preschool Outcomes  
Summary 1: Appropriate Behaviors

90.71%

88.85%

87.25%

N

3.46%



Indicator 07-C: Preschool Outcomes  
Summary 2: Appropriate Behaviors

75.95%

70.08%

81.32%

Y

N/A




## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	95.72%	Y	N/A	
School Age (k-12) Rate	94.05%	96.23%	N/A	N/A	N/A	■ ■

## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that 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 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that 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 Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## CHILD FIND: TIMELY EVALUATION

### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	100.00%	Y	N/A	↔
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School Age (k-12) Rate	100.00%	98.85%	N/A	N/A	N/A	—
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## TRANSITION

### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	—
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### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	—
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	—

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	71.42%	N	16.58%	↓
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	28.57%	N	18.57%	↑

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	76.47%	N	18.53%	↑
Grade HS	95.00%	93.00%	92.31%	N	2.69%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	87.50%	N	7.50%	↑
Grade 08	95.00%	95.75%	76.47%	N	18.53%	↑
Grade HS	95.00%	93.85%	92.31%	N	2.69%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	0.00%	N	30.57%	↑
Grade 08	15.00%	15.00%	33.33%	Y	N/A	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	33.33%	Y	N/A	↑
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	8.00%	Y	N/A	↑
Grade 08	42.75%	38.65%	22.47%	Y	N/A	↑
Grade HS	37.35%	33.97%	26.56%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	8.33%	Y	N/A	↑
Grade 08	40.12%	32.67%	11.24%	Y	N/A	↑
Grade HS	28.24%	21.68%	11.72%	Y	N/A	↑



## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	33.59%	N	23.73%	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	11.72%	Y	N/A	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	1.56%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	==
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School Age (k-12) Rate	100.00%	98.85%	N/A	N/A	N/A	↓
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### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	==
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	0.00%	N	100.00%	↓
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	5.88%	N	8.35%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	0.00%	N	30.57%	↑
Grade 08	15.00%	15.00%	100.00%	Y	N/A	↑
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	100.00%	Y	N/A	↑
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	33.82%	Y	N/A	↑
Grade 08	42.75%	38.65%	46.84%	N	4.09%	↑
Grade HS	37.35%	33.97%	36.00%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	37.60%	N	3.77%	↑
Grade 08	40.12%	32.67%	34.18%	Y	N/A	↑
Grade HS	28.24%	21.68%	13.33%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

0.16%

Y

N/A



Required 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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	40.36%	N	16.96%	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	7.23%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	1.20%	Y	N/A	↑
Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools						

## LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↔
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	75.00%	N	20.00%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	75.00%	N	20.00%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	25.00%	Y	N/A	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	25.00%	Y	N/A	↑
Grade 08	3.54%	3.54%	50.00%	Y	N/A	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	11.84%	Y	N/A	↑
Grade 08	42.75%	38.65%	37.84%	Y	N/A	↑
Grade HS	37.35%	33.97%	26.98%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	14.47%	Y	N/A	↑
Grade 08	40.12%	32.67%	-25.68%	Y	N/A	↑
Grade HS	28.24%	21.68%	19.05%	Y	N/A	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	84.61%	Y	N/A	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	2.56%	Y	N/A	↔
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	2.56%	N	1.56%	↓
Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools						



## LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

--

Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

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Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	None Returned	N/A	N/A	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	93.33%	N	1.67%	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	93.33%	N	1.67%	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	11.11%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑



## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	0.00%	N	30.57%	↑
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	36.73%	N	1.49%	↑
Grade 08	42.75%	38.65%	45.76%	N	3.01%	↑
Grade HS	37.35%	33.97%	28.65%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	51.02%	N	17.19%	↑
Grade 08	40.12%	32.67%	32.20%	Y	N/A	↑
Grade HS	28.24%	21.68%	15.66%	Y	N/A	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	40.15%	N	17.17%	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	21.26%	N	9.60%	↔
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	98.82%	Y	N/A	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	100.00%	Y	N/A	↑
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Timely and Accurate Data Reporting**

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	N/A	N/A	N/A	↓
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↓

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	36.36%	Y	N/A	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	3.85%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	45.45%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	3.85%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	10.21%	Y	N/A	↑
Grade 08	42.75%	38.65%	36.78%	Y	N/A	↑
Grade HS	37.35%	33.97%	29.09%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	-5.73%	Y	N/A	↑
Grade 08	40.12%	32.67%	31.03%	Y	N/A	↑
Grade HS	28.24%	21.68%	13.52%	Y	N/A	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.

57.32%

58.83%

51.77%

N

5.55%



Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.

12.08%

11.66%

12.18%

Y

N/A



Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings

1.99%

1.92%

0.50%

Y

N/A



Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools

## LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	97.62%	Y	N/A	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↓

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	72.73%	N	22.27%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	72.73%	N	22.27%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	20.00%	Y	N/A	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	20.00%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	31.72%	Y	N/A	↑
Grade 08	42.75%	38.65%	35.14%	Y	N/A	↑
Grade HS	37.35%	33.97%	15.79%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	52.41%	N	18.58%	↑
Grade 08	40.12%	32.67%	32.43%	Y	N/A	↑
Grade HS	28.24%	21.68%	6.58%	Y	N/A	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.



## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	77.21%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	3.80%	Y	N/A	↔
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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%	>3.00	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 Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	==
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	==
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	54.55%	N	45.45%	↓
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

0.00%

N

13.06%



B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

25.00%

N

24.21%



C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

59.89%

56.54%

25.00%

N

34.89%



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	80.00%	N	8.00%	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	20.00%	N	10.00%	↑



## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	11.76%	Y	N/A	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	11.76%	N	2.47%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	2.44%	N	0.14%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	50.00%	Y	N/A	↑
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	100.00%	Y	N/A	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	16.47%	Y	N/A	↑
Grade 08	42.75%	38.65%	33.90%	Y	N/A	↑
Grade HS	37.35%	33.97%	31.22%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	27.06%	Y	N/A	↑
Grade 08	40.12%	32.67%	22.03%	Y	N/A	↑
Grade HS	28.24%	21.68%	20.98%	Y	N/A	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

4.60%

N

3.24%



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

Y

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races.  
(Data from 2019/2020 school year)

0.00%

0.00%

&gt;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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	52.30%	N	5.02%	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	17.43%	N	5.77%	↔
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	0.32%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

--

Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

--

Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes  
Summary 1: Social Emotional

89.16%

87.32%

N/A

N/A

N/A

■■

Indicator 07-A: Preschool Outcomes  
Summary 2: Social Emotional

66.32%

62.57%

N/A

N/A

N/A

■■

Indicator 07-B: Preschool Outcomes  
Summary 1: Knowledge and Skills

89.98%

87.98%

N/A

N/A

N/A

■■

Indicator 07-B: Preschool Outcomes  
Summary 2: Knowledge and Skills

57.17%

47.93%

N/A

N/A

N/A

■■

Indicator 07-C: Preschool Outcomes  
Summary 1: Appropriate Behaviors

90.71%

88.85%

N/A

N/A

N/A

■■

Indicator 07-C: Preschool Outcomes  
Summary 2: Appropriate Behaviors

75.95%

70.08%

N/A

N/A

N/A

■■

## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	97.24%	Y	N/A	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>3.00	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 Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	—
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	—
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	100.00%	Y	N/A	↑
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	88.88%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	11.11%	N	1.11%	↑

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	14.29%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	30.23%	Y	N/A	↑
Grade 08	42.75%	38.65%	55.56%	N	12.81%	↑
Grade HS	37.35%	33.97%	33.33%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	29.90%	Y	N/A	↑
Grade 08	40.12%	32.67%	27.78%	Y	N/A	↑
Grade HS	28.24%	21.68%	18.75%	Y	N/A	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.

57.32%

58.83%

78.49%

Y

N/A



Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.

12.08%

11.66%

7.53%

Y

N/A



Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings

1.99%

1.92%

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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

0.00%

N

18.77%



Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

100.00%

N

78.29%



Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

0.00%

Y

N/A





## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	100.00%	Y	N/A	↑
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	==
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	==
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	100.00%	Y	N/A	↑
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	==
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	100.00%	Y	N/A	↑
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate

89.94%

90.55%

100.00%

Y

N/A



School Age (k-12) Rate

94.05%

96.23%

100.00%

Y

N/A



## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%

0.00%

&lt;=3.00

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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%

&lt;=3.00

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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 Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	100.00%	Y	N/A	↑
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	—
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	—
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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



## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	N/A	N/A	N/A	—
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	N/A	N/A	N/A	—
Grade 08	95.00%	95.28%	N/A	N/A	N/A	—
Grade HS	95.00%	93.00%	N/A	N/A	N/A	—

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	N/A	N/A	N/A	—
Grade 08	95.00%	95.75%	N/A	N/A	N/A	—
Grade HS	95.00%	93.85%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	N/A	N/A	N/A	—
Grade 08	4.46%	4.46%	N/A	N/A	N/A	—
Grade HS	3.56%	3.56%	N/A	N/A	N/A	—

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	N/A	N/A	N/A	—
Grade 08	3.54%	3.54%	N/A	N/A	N/A	—
Grade HS	2.58%	2.58%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	N/A	N/A	N/A	—
Grade 08	42.75%	38.65%	N/A	N/A	N/A	—
Grade HS	37.35%	33.97%	N/A	N/A	N/A	—

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	N/A	N/A	N/A	—
Grade 08	40.12%	32.67%	N/A	N/A	N/A	—
Grade HS	28.24%	21.68%	N/A	N/A	N/A	—



## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

N/A

N/A

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N/A

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

**Notes:** (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	N/A	N/A	N/A	==
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	N/A	N/A	N/A	==
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	2.93%	N	15.84%	↓
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	38.76%	N	17.05%	↑
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	0.16%	Y	N/A	↑

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	94.60%	Y	N/A	↓
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	47.62%	N	18.70%	↑
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	95.68%	Y	N/A	↓
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	37.46%	N	19.71%	↓
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	94.53%	Y	N/A	↓
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	54.60%	N	21.35%	↑
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	90.00%	Y	N/A	↑
School Age (k-12) Rate	94.05%	96.23%	N/A	N/A	N/A	—

## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that 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 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that 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 Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	100.00%	Y	N/A	↔
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School Age (k-12) Rate	100.00%	98.85%	N/A	N/A	N/A	—
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### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	100.00%	Y	N/A	↑
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	—
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	—



## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	77.77%	N	10.23%	↔
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	11.11%	N	1.11%	↑

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	96.30%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	96.30%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	20.00%	Y	N/A	↑
Grade 08	3.54%	3.54%	7.14%	Y	N/A	↑
Grade HS	2.58%	2.58%	4.55%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	0.00%	N	30.57%	↑
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	25.00%	Y	N/A	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	43.22%	N	7.98%	↑
Grade 08	42.75%	38.65%	47.97%	N	5.22%	↑
Grade HS	37.35%	33.97%	39.16%	N	1.81%	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	29.15%	Y	N/A	↑
Grade 08	40.12%	32.67%	47.33%	N	7.21%	↑
Grade HS	28.24%	21.68%	20.17%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	68.12%	Y	N/A	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	19.65%	N	7.99%	↔
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

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Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

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Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↔

## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	—
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School Age (k-12) Rate	100.00%	98.85%	96.42%	N	3.58%	↓
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### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	—
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	100.00%	Y	N/A	↑
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

11.11%

N

1.95%



B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

55.56%

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.

59.89%

56.54%

66.67%

Y

N/A



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	66.66%	N	21.34%	↓
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	11.11%	Y	N/A	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	33.33%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	9.26%	Y	N/A	↑
Grade 08	42.75%	38.65%	42.86%	N	0.11%	↑
Grade HS	37.35%	33.97%	35.96%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	-1.85%	Y	N/A	↑
Grade 08	40.12%	32.67%	33.33%	Y	N/A	↑
Grade HS	28.24%	21.68%	16.67%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	77.41%	Y	N/A	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	8.60%	Y	N/A	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↔

## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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 Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	100.00%	Y	N/A	↑
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

0.00%

N

13.06%



B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

33.33%

N

15.88%



C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

59.89%

56.54%

33.33%

N

26.56%



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate

100%

100%

N/A

N/A

N/A

■■

School Age (k-12) Rate

100%

100%

100%

Y

N/A

↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	15.38%	Y	N/A	↑
Grade 08	4.46%	4.46%	11.11%	Y	N/A	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	15.38%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑



## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	18.49%	Y	N/A	↑
Grade 08	42.75%	38.65%	38.89%	Y	N/A	↑
Grade HS	37.35%	33.97%	37.80%	N	0.45%	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	44.29%	N	10.46%	↑
Grade 08	40.12%	32.67%	38.89%	Y	N/A	↑
Grade HS	28.24%	21.68%	16.54%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	48.55%	N	8.77%	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	8.70%	Y	N/A	↔
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	98.08%	Y	N/A	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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 Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## CHILD FIND: TIMELY EVALUATION

## Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	—
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School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↑
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## TRANSITION

## Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	—
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## Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	100.00%	Y	N/A	↑
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate

100%

100%

N/A

N/A

N/A

■■

School Age (k-12) Rate

100%

100%

100%

Y

N/A

↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	13.33%	Y	N/A	↑
Grade 08	4.46%	4.46%	16.67%	Y	N/A	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	20.00%	Y	N/A	↑
Grade 08	3.54%	3.54%	16.67%	Y	N/A	↑
Grade HS	2.58%	2.58%	5.26%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	--
Grade 08	15.00%	15.00%	N/A	N/A	N/A	--
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	--
Grade 08	12.04%	12.04%	N/A	N/A	N/A	--
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	28.00%	Y	N/A	↑
Grade 08	42.75%	38.65%	39.91%	Y	N/A	↑
Grade HS	37.35%	33.97%	32.43%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	18.67%	Y	N/A	↑
Grade 08	40.12%	32.67%	41.23%	N	1.11%	↑
Grade HS	28.24%	21.68%	23.60%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	61.71%	Y	N/A	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	14.29%	N	2.63%	↔
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

--

Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

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Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	None Returned	N/A	N/A	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	83.33%	N	4.67%	↓
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	16.66%	N	6.66%	↑

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	96.67%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	96.67%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	18.75%	Y	N/A	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	3.70%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	25.00%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	3.70%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	100.00%	Y	N/A	↑
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	100.00%	Y	N/A	↑
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	35.18%	Y	N/A	↑
Grade 08	42.75%	38.65%	46.67%	N	3.92%	↑
Grade HS	37.35%	33.97%	46.02%	N	8.67%	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	32.30%	Y	N/A	↑
Grade 08	40.12%	32.67%	32.50%	Y	N/A	↑
Grade HS	28.24%	21.68%	20.88%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.



## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.

57.32%

58.83%

69.52%

Y

N/A



Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.

12.08%

11.66%

12.86%

N

1.20%



Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings

1.99%

1.92%

0.47%

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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	94.11%	Y	N/A	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	—
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	—
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	100.00%	Y	N/A	↑
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔



## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	28.57%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	31.11%	Y	N/A	↑
Grade 08	42.75%	38.65%	24.49%	Y	N/A	↑
Grade HS	37.35%	33.97%	30.85%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	22.54%	Y	N/A	↑
Grade 08	40.12%	32.67%	24.49%	Y	N/A	↑
Grade HS	28.24%	21.68%	15.96%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.

57.32%

58.83%

61.60%

Y

N/A



Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.

12.08%

11.66%

4.46%

Y

N/A



Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings

1.99%

1.92%

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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

--

Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

--

Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↔

## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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 Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	—
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	—
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	100.00%	Y	N/A	↑
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↔
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	94.12%	N	0.88%	↑
Grade HS	95.00%	93.00%	97.67%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	94.12%	N	0.88%	↑
Grade HS	95.00%	93.85%	97.67%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	17.39%	Y	N/A	↑
Grade 08	4.46%	4.46%	18.75%	Y	N/A	↑
Grade HS	3.56%	3.56%	2.50%	N	1.06%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	34.78%	Y	N/A	↑
Grade 08	3.54%	3.54%	6.25%	Y	N/A	↑
Grade HS	2.58%	2.58%	2.50%	N	0.08%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	0.00%	N	30.57%	↑
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	50.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	39.87%	N	4.63%	↑
Grade 08	42.75%	38.65%	37.16%	Y	N/A	↑
Grade HS	37.35%	33.97%	48.04%	N	10.69%	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	35.38%	N	1.55%	↑
Grade 08	40.12%	32.67%	37.84%	Y	N/A	↑
Grade HS	28.24%	21.68%	29.27%	N	1.03%	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	72.06%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	6.03%	Y	N/A	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	0.63%	Y	N/A	↑
Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools						

## LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

--

Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

--

Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	94.87%	Y	N/A	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	100.00%	Y	N/A	↑
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION &amp; DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	95.34%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	4.65%	Y	N/A	↑

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	97.78%	Y	N/A	↑
Grade 08	95.00%	95.28%	94.55%	N	0.45%	↑
Grade HS	95.00%	93.00%	95.56%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	94.55%	N	0.45%	↑
Grade HS	95.00%	93.85%	96.67%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	11.63%	Y	N/A	↑
Grade 08	4.46%	4.46%	4.26%	N	0.20%	↑
Grade HS	3.56%	3.56%	4.82%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	11.36%	N	2.87%	↑
Grade 08	3.54%	3.54%	8.51%	Y	N/A	↑
Grade HS	2.58%	2.58%	2.38%	N	0.20%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	100.00%	Y	N/A	↑
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	35.20%	Y	N/A	↑
Grade 08	42.75%	38.65%	46.12%	N	3.37%	↑
Grade HS	37.35%	33.97%	39.49%	N	2.14%	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	39.82%	N	5.99%	↑
Grade 08	40.12%	32.67%	38.73%	Y	N/A	↑
Grade HS	28.24%	21.68%	31.04%	N	2.80%	↑



## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

0.51%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	56.90%	N	0.42%	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	19.30%	N	7.64%	↔
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	1.97%	Y	N/A	↑
Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools						

## LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

8.57%

N

10.20%



Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

45.14%

N

23.43%



Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

0.57%

Y

N/A



## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes  
Summary 1: Social Emotional

89.16%

87.32%

85.71%

N

3.45%



Indicator 07-A: Preschool Outcomes  
Summary 2: Social Emotional

66.32%

62.57%

75.61%

Y

N/A



Indicator 07-B: Preschool Outcomes  
Summary 1: Knowledge and Skills

89.98%

87.98%

79.75%

N

10.23%



Indicator 07-B: Preschool Outcomes  
Summary 2: Knowledge and Skills

57.17%

47.93%

50.00%

N

7.17%



Indicator 07-C: Preschool Outcomes  
Summary 1: Appropriate Behaviors

90.71%

88.85%

89.47%

N

1.24%



Indicator 07-C: Preschool Outcomes  
Summary 2: Appropriate Behaviors

75.95%

70.08%

76.83%

Y

N/A



## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	88.46%	N	1.48%	↑
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School Age (k-12) Rate	94.05%	96.23%	92.38%	N	1.67%	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↓
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	100.00%	Y	N/A	↔
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School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔
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### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	---
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	---
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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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## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↔
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↓

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	40.00%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	52.27%	N	17.03%	↑
Grade 08	42.75%	38.65%	56.10%	N	13.35%	↑
Grade HS	37.35%	33.97%	52.17%	N	14.82%	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	3.18%	Y	N/A	↑
Grade 08	40.12%	32.67%	65.85%	N	25.73%	↑
Grade HS	28.24%	21.68%	43.48%	N	15.24%	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	81.92%	Y	N/A	↔
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	0.00%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	6.02%	N	5.02%	↑
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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

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Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

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Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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 Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↔
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	N/A	N/A	N/A	—
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	94.44%	N	0.56%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	N/A	N/A	N/A	—
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	94.44%	N	0.56%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	N/A	N/A	N/A	—
Grade 08	4.46%	4.46%	0.00%	N	4.46%	—
Grade HS	3.56%	3.56%	0.00%	N	3.56%	—

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	N/A	N/A	N/A	—
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	5.88%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	N/A	N/A	N/A	—
Grade 08	42.75%	38.65%	39.58%	Y	N/A	↑
Grade HS	37.35%	33.97%	31.40%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	N/A	N/A	N/A	—
Grade 08	40.12%	32.67%	31.25%	Y	N/A	↑
Grade HS	28.24%	21.68%	9.23%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

0.54%

Y

N/A



Required 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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	41.77%	N	15.55%	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	5.06%	Y	N/A	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	5.06%	N	4.06%	↑
Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools						



## LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

--

Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

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Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	94.74%	Y	N/A	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↓
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	95.58%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	4.41%	Y	N/A	↑

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	94.90%	N	0.10%	↑
Grade 08	95.00%	95.28%	81.90%	N	13.10%	↑
Grade HS	95.00%	93.00%	81.21%	N	13.79%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	94.59%	N	0.41%	↑
Grade 08	95.00%	95.75%	86.67%	N	8.33%	↑
Grade HS	95.00%	93.85%	82.71%	N	12.29%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	5.58%	N	1.10%	↑
Grade 08	4.46%	4.46%	5.19%	Y	N/A	↑
Grade HS	3.56%	3.56%	2.38%	N	1.18%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	8.21%	N	6.02%	↑
Grade 08	3.54%	3.54%	3.05%	N	0.49%	↑
Grade HS	2.58%	2.58%	1.16%	N	1.42%	↑



## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	27.59%	N	2.98%	↑
Grade 08	15.00%	15.00%	16.67%	Y	N/A	↑
Grade HS	11.21%	11.21%	3.45%	N	7.76%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	6.90%	N	4.60%	↑
Grade 08	12.04%	12.04%	11.11%	N	0.93%	↑
Grade HS	15.21%	15.21%	7.14%	N	8.07%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	19.33%	Y	N/A	↑
Grade 08	42.75%	38.65%	26.41%	Y	N/A	↑
Grade HS	37.35%	33.97%	25.01%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	19.04%	Y	N/A	↑
Grade 08	40.12%	32.67%	18.32%	Y	N/A	↑
Grade HS	28.24%	21.68%	15.62%	Y	N/A	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	60.12%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	15.29%	N	3.63%	↔
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	4.54%	N	3.54%	↑
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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	24.84%	Y	N/A	↑
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	27.23%	N	5.52%	↑
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	0.00%	Y	N/A	↑

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes  
Summary 1: Social Emotional

89.16%

87.32%

66.10%

N

23.06%



Indicator 07-A: Preschool Outcomes  
Summary 2: Social Emotional

66.32%

62.57%

35.77%

N

30.55%



Indicator 07-B: Preschool Outcomes  
Summary 1: Knowledge and Skills

89.98%

87.98%

74.71%

N

15.27%



Indicator 07-B: Preschool Outcomes  
Summary 2: Knowledge and Skills

57.17%

47.93%

25.18%

N

31.99%



Indicator 07-C: Preschool Outcomes  
Summary 1: Appropriate Behaviors

90.71%

88.85%

74.71%

N

16.00%



Indicator 07-C: Preschool Outcomes  
Summary 2: Appropriate Behaviors

75.95%

70.08%

52.19%

N

23.76%



## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	84.62%	N	5.32%	↓
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School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>3.00	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 Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	100.00%	Y	N/A	↔
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School Age (k-12) Rate	100.00%	98.85%	98.24%	N	1.76%	↓
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### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	↓
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	==
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

16.18%

Y

N/A



B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

55.88%

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.

59.89%

56.54%

61.76%

Y

N/A





Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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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## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	98.18%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	1.81%	Y	N/A	↑

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	95.05%	Y	N/A	↑
Grade 08	95.00%	95.28%	93.65%	N	1.35%	↑
Grade HS	95.00%	93.00%	80.00%	N	15.00%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	96.04%	Y	N/A	↑
Grade 08	95.00%	95.75%	95.24%	Y	N/A	↑
Grade HS	95.00%	93.85%	81.29%	N	13.71%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	6.74%	Y	N/A	↑
Grade 08	4.46%	4.46%	5.77%	Y	N/A	↑
Grade HS	3.56%	3.56%	3.85%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	10.00%	N	4.23%	↑
Grade 08	3.54%	3.54%	3.77%	Y	N/A	↑
Grade HS	2.58%	2.58%	0.94%	N	1.64%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	28.57%	N	2.00%	↑
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	25.00%	Y	N/A	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	14.29%	N	0.92%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	15.36%	Y	N/A	↑
Grade 08	42.75%	38.65%	31.49%	Y	N/A	↑
Grade HS	37.35%	33.97%	22.08%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	12.78%	Y	N/A	↑
Grade 08	40.12%	32.67%	20.62%	Y	N/A	↑
Grade HS	28.24%	21.68%	11.19%	Y	N/A	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.

57.32%

58.83%

59.48%

Y

N/A



Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.

12.08%

11.66%

15.77%

N

4.11%



Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings

1.99%

1.92%

2.47%

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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	4.40%	N	14.37%	↑
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	42.86%	N	21.15%	↑
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	0.00%	Y	N/A	↑

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes  
Summary 1: Social Emotional

89.16%

87.32%

90.00%

Y

N/A



Indicator 07-A: Preschool Outcomes  
Summary 2: Social Emotional

66.32%

62.57%

75.00%

Y

N/A



Indicator 07-B: Preschool Outcomes  
Summary 1: Knowledge and Skills

89.98%

87.98%

88.57%

N

1.41%



Indicator 07-B: Preschool Outcomes  
Summary 2: Knowledge and Skills

57.17%

47.93%

72.22%

Y

N/A



Indicator 07-C: Preschool Outcomes  
Summary 1: Appropriate Behaviors

90.71%

88.85%

92.59%

Y

N/A



Indicator 07-C: Preschool Outcomes  
Summary 2: Appropriate Behaviors

75.95%

70.08%

80.56%

Y

N/A





## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate

89.94%

90.55%

N/A

N/A

N/A



School Age (k-12) Rate

94.05%

96.23%

None Returned

N/A

N/A



## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%

0.00%

&lt;=3.00

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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%

&lt;=3.00

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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 Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	98.81%	N	1.19%	↓
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School Age (k-12) Rate	100.00%	98.85%	88.31%	N	11.69%	↓
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### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	==
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	==
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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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## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	84.61%	N	3.39%	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	15.38%	N	5.38%	↑

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	98.33%	Y	N/A	↑
Grade 08	95.00%	95.28%	92.38%	N	2.62%	↑
Grade HS	95.00%	93.00%	86.48%	N	8.52%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	98.33%	Y	N/A	↑
Grade 08	95.00%	95.75%	95.24%	Y	N/A	↑
Grade HS	95.00%	93.85%	91.02%	N	3.98%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	5.71%	N	0.97%	↑
Grade 08	4.46%	4.46%	3.45%	N	1.01%	↑
Grade HS	3.56%	3.56%	2.55%	N	1.01%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	8.57%	N	5.66%	↑
Grade 08	3.54%	3.54%	2.22%	N	1.32%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	38.46%	Y	N/A	↑
Grade 08	15.00%	15.00%	50.00%	Y	N/A	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	23.08%	Y	N/A	↑
Grade 08	12.04%	12.04%	40.00%	Y	N/A	↑
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	27.12%	Y	N/A	↑
Grade 08	42.75%	38.65%	33.64%	Y	N/A	↑
Grade HS	37.35%	33.97%	25.45%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	29.85%	Y	N/A	↑
Grade 08	40.12%	32.67%	22.15%	Y	N/A	↑
Grade HS	28.24%	21.68%	16.13%	Y	N/A	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.



## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	52.21%	N	5.11%	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	14.45%	N	2.79%	↔
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	6.46%	N	5.46%	↓
Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools						

## LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	4.00%	N	14.77%	↑
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	24.00%	N	2.29%	↓
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	0.00%	Y	N/A	↑

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes  
Summary 1: Social Emotional

89.16%

87.32%

60.71%

N

28.45%



Indicator 07-A: Preschool Outcomes  
Summary 2: Social Emotional

66.32%

62.57%

57.14%

N

9.18%



Indicator 07-B: Preschool Outcomes  
Summary 1: Knowledge and Skills

89.98%

87.98%

63.64%

N

26.34%



Indicator 07-B: Preschool Outcomes  
Summary 2: Knowledge and Skills

57.17%

47.93%

38.46%

N

18.71%



Indicator 07-C: Preschool Outcomes  
Summary 1: Appropriate Behaviors

90.71%

88.85%

62.00%

N

28.71%



Indicator 07-C: Preschool Outcomes  
Summary 2: Appropriate Behaviors

75.95%

70.08%

69.23%

N

6.72%



## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	95.00%	Y	N/A	↑
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School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>3.00	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 Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	98.57%	N	1.43%	↑
----------------------------	--------	--------	--------	---	-------	---

School Age (k-12) Rate	100.00%	98.85%	99.54%	N	0.46%	↑
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### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	==
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	80.95%	N	19.05%	↓
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	↔
------------------------	------	------	------	---	-----	---

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↓



## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	98.33%	Y	N/A	↑
Grade 08	95.00%	95.28%	83.72%	N	11.28%	↑
Grade HS	95.00%	93.00%	97.98%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	98.33%	Y	N/A	↑
Grade 08	95.00%	95.75%	88.37%	N	6.63%	↑
Grade HS	95.00%	93.85%	96.97%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
-----------	--------------	------------	----------	-------------------	----------------------------	------------------------------

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	3.03%	N	1.43%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	9.26%	N	4.97%	↑
Grade 08	3.54%	3.54%	2.86%	N	0.68%	↑
Grade HS	2.58%	2.58%	1.12%	N	1.46%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
-----------	--------------	------------	----------	-------------------	----------------------------	------------------------------

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	60.00%	Y	N/A	↑
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	40.00%	Y	N/A	↑
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	42.86%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	21.55%	Y	N/A	↑
Grade 08	42.75%	38.65%	22.27%	Y	N/A	↑
Grade HS	37.35%	33.97%	18.52%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	18.69%	Y	N/A	↑
Grade 08	40.12%	32.67%	13.56%	Y	N/A	↑
Grade HS	28.24%	21.68%	8.34%	Y	N/A	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
-----------	--------------	------------	----------	-------------------	----------------------------	------------------------------

Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

0.58%

Y

N/A



Required 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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	59.49%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	19.66%	N	8.00%	↔
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	0.67%	Y	N/A	↓
Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools						

## LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes  
Summary 1: Social Emotional

89.16%

87.32%

N/A

N/A

N/A

■■

Indicator 07-A: Preschool Outcomes  
Summary 2: Social Emotional

66.32%

62.57%

N/A

N/A

N/A

■■

Indicator 07-B: Preschool Outcomes  
Summary 1: Knowledge and Skills

89.98%

87.98%

N/A

N/A

N/A

■■

Indicator 07-B: Preschool Outcomes  
Summary 2: Knowledge and Skills

57.17%

47.93%

N/A

N/A

N/A

■■

Indicator 07-C: Preschool Outcomes  
Summary 1: Appropriate Behaviors

90.71%

88.85%

N/A

N/A

N/A

■■

Indicator 07-C: Preschool Outcomes  
Summary 2: Appropriate Behaviors

75.95%

70.08%

N/A

N/A

N/A

■■

## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	80.00%	N	14.05%	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	—
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School Age (k-12) Rate	100.00%	98.85%	97.67%	N	2.33%	↑
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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.

100.00%	100.00%	N/A	N/A	N/A	—
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	—
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	10.00%	Y	N/A	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	20.00%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	--
Grade 08	15.00%	15.00%	N/A	N/A	N/A	--
Grade HS	11.21%	11.21%	100.00%	Y	N/A	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	--
Grade 08	12.04%	12.04%	N/A	N/A	N/A	--
Grade HS	15.21%	15.21%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	43.85%	N	8.61%	↑
Grade 08	42.75%	38.65%	56.00%	N	13.25%	↑
Grade HS	37.35%	33.97%	44.24%	N	6.89%	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	36.69%	N	2.86%	↑
Grade 08	40.12%	32.67%	50.40%	N	10.28%	↑
Grade HS	28.24%	21.68%	29.70%	N	1.46%	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	85.71%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	0.00%	Y	N/A	↔
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--



## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	88.89%	N	5.16%	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↓
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↓

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	95.35%	Y	N/A	↑
Grade 08	95.00%	95.28%	92.31%	N	2.69%	↑
Grade HS	95.00%	93.00%	90.91%	N	4.09%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	95.35%	Y	N/A	↑
Grade 08	95.00%	95.75%	92.31%	N	2.69%	↑
Grade HS	95.00%	93.85%	94.55%	N	0.45%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	8.11%	Y	N/A	↑
Grade 08	4.46%	4.46%	4.17%	N	0.29%	↑
Grade HS	3.56%	3.56%	2.17%	N	1.39%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	16.22%	Y	N/A	↑
Grade 08	3.54%	3.54%	8.33%	Y	N/A	↑
Grade HS	2.58%	2.58%	6.25%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	50.00%	Y	N/A	↑
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	27.36%	Y	N/A	↑
Grade 08	42.75%	38.65%	42.37%	Y	N/A	↑
Grade HS	37.35%	33.97%	35.87%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	21.66%	Y	N/A	↑
Grade 08	40.12%	32.67%	37.85%	Y	N/A	↑
Grade HS	28.24%	21.68%	19.53%	Y	N/A	↑



## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	67.83%	Y	N/A	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	5.49%	Y	N/A	↔
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	0.74%	Y	N/A	↓
Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools						

## LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

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Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

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Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	96.00%	Y	N/A	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↓

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	95.56%	Y	N/A	↑
Grade 08	95.00%	95.28%	86.25%	N	8.75%	↑
Grade HS	95.00%	93.00%	91.47%	N	3.53%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	97.78%	Y	N/A	↑
Grade 08	95.00%	95.75%	86.25%	N	8.75%	↑
Grade HS	95.00%	93.85%	91.47%	N	3.53%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	4.48%	Y	N/A	↑
Grade HS	3.56%	3.56%	4.50%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	2.38%	N	11.85%	↑
Grade 08	3.54%	3.54%	5.97%	Y	N/A	↑
Grade HS	2.58%	2.58%	0.90%	N	1.68%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	0.00%	N	30.57%	↑
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	14.29%	Y	N/A	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	21.59%	Y	N/A	↑
Grade 08	42.75%	38.65%	35.78%	Y	N/A	↑
Grade HS	37.35%	33.97%	27.15%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	27.18%	Y	N/A	↑
Grade 08	40.12%	32.67%	22.64%	Y	N/A	↑
Grade HS	28.24%	21.68%	14.24%	Y	N/A	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	87.56%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	1.16%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

--

Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

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Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	89.19%	N	4.86%	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

19.05%

Y

N/A



B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

33.33%

N

15.88%



C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

59.89%

56.54%

33.33%

N

26.56%



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↔
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↓

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	94.12%	N	0.88%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	98.04%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	10.81%	Y	N/A	↑
Grade 08	4.46%	4.46%	11.54%	Y	N/A	↑
Grade HS	3.56%	3.56%	6.25%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	10.81%	N	3.42%	↑
Grade 08	3.54%	3.54%	3.85%	Y	N/A	↑
Grade HS	2.58%	2.58%	6.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	100.00%	Y	N/A	↑
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	100.00%	Y	N/A	↑
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	16.80%	Y	N/A	↑
Grade 08	42.75%	38.65%	28.73%	Y	N/A	↑
Grade HS	37.35%	33.97%	30.54%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	16.13%	Y	N/A	↑
Grade 08	40.12%	32.67%	21.07%	Y	N/A	↑
Grade HS	28.24%	21.68%	15.28%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	70.81%	Y	N/A	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	4.86%	Y	N/A	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	98.98%	Y	N/A	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	N/A	N/A	N/A	↓
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	12.50%	Y	N/A	↑
Grade HS	3.56%	3.56%	20.00%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑



## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	10.87%	Y	N/A	↑
Grade 08	42.75%	38.65%	20.43%	Y	N/A	↑
Grade HS	37.35%	33.97%	-2.42%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	8.51%	Y	N/A	↑
Grade 08	40.12%	32.67%	20.73%	Y	N/A	↑
Grade HS	28.24%	21.68%	5.32%	Y	N/A	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.

57.32%

58.83%

92.85%

Y

N/A



Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.

12.08%

11.66%

0.00%

Y

N/A



Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings

1.99%

1.92%

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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

--

Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

--

Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↔

## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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%	<=3.00	Y	N/A	↓
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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 Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	100%	100%	<100%	N	N/A	↓
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## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	N/A	N/A	N/A	↓
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	N/A	N/A	N/A	↓

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	N/A	N/A	N/A	—
Grade 08	95.00%	95.28%	N/A	N/A	N/A	—
Grade HS	95.00%	93.00%	33.33%	N	61.67%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	N/A	N/A	N/A	—
Grade 08	95.00%	95.75%	N/A	N/A	N/A	—
Grade HS	95.00%	93.85%	33.33%	N	61.67%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	N/A	N/A	N/A	—
Grade 08	4.46%	4.46%	N/A	N/A	N/A	—
Grade HS	3.56%	3.56%	0.00%	N	3.56%	—

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	N/A	N/A	N/A	—
Grade 08	3.54%	3.54%	N/A	N/A	N/A	—
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	N/A	N/A	N/A	—
Grade 08	42.75%	38.65%	N/A	N/A	N/A	—
Grade HS	37.35%	33.97%	0.00%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	N/A	N/A	N/A	—
Grade 08	40.12%	32.67%	N/A	N/A	N/A	—
Grade HS	28.24%	21.68%	25.00%	Y	N/A	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	100.00%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	0.00%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	None Returned	N/A	N/A	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	100.00%	98.85%	N/A	N/A	N/A	↓
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### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↓

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	N/A	N/A	N/A	—
Grade 08	95.00%	95.28%	N/A	N/A	N/A	—
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	N/A	N/A	N/A	—
Grade 08	95.00%	95.75%	N/A	N/A	N/A	—
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	N/A	N/A	N/A	—
Grade 08	4.46%	4.46%	N/A	N/A	N/A	—
Grade HS	3.56%	3.56%	0.00%	N	3.56%	—

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	N/A	N/A	N/A	—
Grade 08	3.54%	3.54%	N/A	N/A	N/A	—
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	N/A	N/A	N/A	—
Grade 08	42.75%	38.65%	N/A	N/A	N/A	—
Grade HS	37.35%	33.97%	0.00%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	N/A	N/A	N/A	—
Grade 08	40.12%	32.67%	N/A	N/A	N/A	—
Grade HS	28.24%	21.68%	0.00%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.



## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.

57.32%

58.83%

77.27%

Y

N/A



Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.

12.08%

11.66%

0.00%

Y

N/A



Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings

1.99%

1.92%

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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

--

Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

--

Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↔

## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	100.00%	98.85%	N/A	N/A	N/A	↓
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### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	N/A	N/A	N/A	—
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	N/A	N/A	N/A	—



## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	83.33%	N	11.67%	↑
Grade HS	95.00%	93.00%	N/A	N/A	N/A	—

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	66.67%	N	28.33%	↑
Grade HS	95.00%	93.85%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	N/A	N/A	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	==
Grade 08	15.00%	15.00%	N/A	N/A	N/A	==
Grade HS	11.21%	11.21%	N/A	N/A	N/A	==

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	==
Grade 08	12.04%	12.04%	N/A	N/A	N/A	==
Grade HS	15.21%	15.21%	N/A	N/A	N/A	==

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	11.48%	Y	N/A	↑
Grade 08	42.75%	38.65%	6.45%	Y	N/A	↑
Grade HS	37.35%	33.97%	N/A	N/A	N/A	==

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	6.45%	Y	N/A	↑
Grade 08	40.12%	32.67%	12.90%	Y	N/A	↑
Grade HS	28.24%	21.68%	N/A	N/A	N/A	==

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	100.00%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	0.00%	Y	N/A	↔
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

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Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

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Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	None Returned	N/A	N/A	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	N/A	N/A	N/A	■ ■
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	N/A	N/A	N/A	↓

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	N/A	N/A	N/A	—
Grade HS	95.00%	93.00%	N/A	N/A	N/A	—

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	N/A	N/A	N/A	—
Grade HS	95.00%	93.85%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	N/A	N/A	N/A	↑
Grade HS	3.56%	3.56%	N/A	N/A	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	N/A	N/A	N/A	—
Grade HS	2.58%	2.58%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	==
Grade 08	15.00%	15.00%	N/A	N/A	N/A	==
Grade HS	11.21%	11.21%	N/A	N/A	N/A	==

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	==
Grade 08	12.04%	12.04%	N/A	N/A	N/A	==
Grade HS	15.21%	15.21%	N/A	N/A	N/A	==

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	5.56%	Y	N/A	↑
Grade 08	42.75%	38.65%	N/A	N/A	N/A	==
Grade HS	37.35%	33.97%	N/A	N/A	N/A	==

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	11.11%	Y	N/A	↑
Grade 08	40.12%	32.67%	N/A	N/A	N/A	==
Grade HS	28.24%	21.68%	N/A	N/A	N/A	==

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	96.15%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	0.00%	Y	N/A	↔
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

--

Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

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Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↔

## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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%	>3.00	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 Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	N/A	N/A	N/A	—
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	N/A	N/A	N/A	—
Grade HS	95.00%	93.00%	N/A	N/A	N/A	—

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	N/A	N/A	N/A	—
Grade HS	95.00%	93.85%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	N/A	N/A	N/A	↑
Grade HS	3.56%	3.56%	N/A	N/A	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	N/A	N/A	N/A	—
Grade HS	2.58%	2.58%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	==
Grade 08	15.00%	15.00%	N/A	N/A	N/A	==
Grade HS	11.21%	11.21%	N/A	N/A	N/A	==

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	==
Grade 08	12.04%	12.04%	N/A	N/A	N/A	==
Grade HS	15.21%	15.21%	N/A	N/A	N/A	==

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	26.67%	Y	N/A	↑
Grade 08	42.75%	38.65%	N/A	N/A	N/A	==
Grade HS	37.35%	33.97%	N/A	N/A	N/A	==

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	22.22%	Y	N/A	↑
Grade 08	40.12%	32.67%	N/A	N/A	N/A	==
Grade HS	28.24%	21.68%	N/A	N/A	N/A	==



## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	93.93%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	0.00%	Y	N/A	↔
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

--

Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

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Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	None Returned	N/A	N/A	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	100.00%	98.85%	N/A	N/A	N/A	↓
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### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	N/A	N/A	N/A	—
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	N/A	N/A	N/A	—
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	N/A	N/A	N/A	—

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	N/A	N/A	N/A	—
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	N/A	N/A	N/A	—
Grade 08	4.46%	4.46%	0.00%	N	4.46%	—
Grade HS	3.56%	3.56%	N/A	N/A	N/A	—

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	N/A	N/A	N/A	—
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	==
Grade 08	15.00%	15.00%	N/A	N/A	N/A	==
Grade HS	11.21%	11.21%	N/A	N/A	N/A	==

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	==
Grade 08	12.04%	12.04%	N/A	N/A	N/A	==
Grade HS	15.21%	15.21%	N/A	N/A	N/A	==

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	N/A	N/A	N/A	==
Grade 08	42.75%	38.65%	7.69%	Y	N/A	↑
Grade HS	37.35%	33.97%	N/A	N/A	N/A	==

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	N/A	N/A	N/A	==
Grade 08	40.12%	32.67%	0.00%	Y	N/A	↑
Grade HS	28.24%	21.68%	N/A	N/A	N/A	==

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	70.00%	Y	N/A	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	15.00%	N	3.34%	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

--

Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

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Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	None Returned	N/A	N/A	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	100.00%	98.85%	N/A	N/A	N/A	↓
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### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	N/A	N/A	N/A	↓
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	N/A	N/A	N/A	↓

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	N/A	N/A	N/A	—
Grade 08	95.00%	95.28%	N/A	N/A	N/A	—
Grade HS	95.00%	93.00%	44.44%	N	50.56%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	N/A	N/A	N/A	—
Grade 08	95.00%	95.75%	N/A	N/A	N/A	—
Grade HS	95.00%	93.85%	77.78%	N	17.22%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	N/A	N/A	N/A	—
Grade 08	4.46%	4.46%	N/A	N/A	N/A	—
Grade HS	3.56%	3.56%	0.00%	N	3.56%	—

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	N/A	N/A	N/A	—
Grade 08	3.54%	3.54%	N/A	N/A	N/A	—
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	==
Grade 08	15.00%	15.00%	N/A	N/A	N/A	==
Grade HS	11.21%	11.21%	N/A	N/A	N/A	==

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	==
Grade 08	12.04%	12.04%	N/A	N/A	N/A	==
Grade HS	15.21%	15.21%	N/A	N/A	N/A	==

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	N/A	N/A	N/A	==
Grade 08	42.75%	38.65%	N/A	N/A	N/A	==
Grade HS	37.35%	33.97%	9.09%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	N/A	N/A	N/A	==
Grade 08	40.12%	32.67%	N/A	N/A	N/A	==
Grade HS	28.24%	21.68%	0.00%	Y	N/A	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

0.54%

Y

N/A



Required 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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	87.50%	Y	N/A	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	0.00%	Y	N/A	↔
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

--

Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

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Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	None Returned	N/A	N/A	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	—
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	—
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	100.00%	Y	N/A	↑
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	100%	100%	<100%	N	N/A	↓
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## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	N/A	N/A	N/A	↓
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	95.24%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	95.24%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	42.86%	Y	N/A	↑
Grade HS	3.56%	3.56%	35.00%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	9.09%	N	5.14%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	20.00%	Y	N/A	↑



## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	0.00%	Y	N/A	↑
Grade 08	42.75%	38.65%	0.00%	Y	N/A	↑
Grade HS	37.35%	33.97%	0.00%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	0.00%	Y	N/A	↑
Grade 08	40.12%	32.67%	0.00%	Y	N/A	↑
Grade HS	28.24%	21.68%	0.00%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

N/A

N/A

N/A

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N/A

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

**Notes:** (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	0.00%	N	57.32%	↔
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	0.00%	Y	N/A	↔
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	100.00%	N	99.00%	↔
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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	0.00%	N	18.77%	↔
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	100.00%	N	78.29%	↔
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	0.00%	Y	N/A	↑

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes  
Summary 1: Social Emotional

89.16%

87.32%

N/A

N/A

N/A



Indicator 07-A: Preschool Outcomes  
Summary 2: Social Emotional

66.32%

62.57%

N/A

N/A

N/A



Indicator 07-B: Preschool Outcomes  
Summary 1: Knowledge and Skills

89.98%

87.98%

N/A

N/A

N/A



Indicator 07-B: Preschool Outcomes  
Summary 2: Knowledge and Skills

57.17%

47.93%

N/A

N/A

N/A



Indicator 07-C: Preschool Outcomes  
Summary 1: Appropriate Behaviors

90.71%

88.85%

N/A

N/A

N/A



Indicator 07-C: Preschool Outcomes  
Summary 2: Appropriate Behaviors

75.95%

70.08%

N/A

N/A

N/A



## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	↓
School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↔

## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate

100.00

99.79%

N/A

N/A

N/A



School Age (k-12) Rate

100.00%

98.85%

N/A

N/A

N/A



### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%

100.00%

N/A

N/A

N/A

■■

#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%

84.34%

N/A

N/A

N/A

■■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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



## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	92.86%	N	2.14%	↑
Grade HS	95.00%	93.00%	83.33%	N	11.67%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	92.86%	N	2.14%	↑
Grade HS	95.00%	93.85%	83.33%	N	11.67%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	14.29%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	11.11%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	0.00%	N	30.57%	↑
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	0.00%	Y	N/A	↑
Grade 08	42.75%	38.65%	0.00%	Y	N/A	↑
Grade HS	37.35%	33.97%	0.00%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	0.00%	Y	N/A	↑
Grade 08	40.12%	32.67%	0.00%	Y	N/A	↑
Grade HS	28.24%	21.68%	0.00%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

N/A

N/A

N/A

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N/A

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

**Notes:** (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	0.00%	N	57.32%	↔
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	1.09%	Y	N/A	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	98.91%	N	97.91%	↓
Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools						

## LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	0.00%	N	18.77%	↔
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	100.00%	N	78.29%	↔
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	0.00%	Y	N/A	↑

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	↓
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	50.00%	N	16.32%	↔
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	50.00%	N	39.98%	↓
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	50.00%	N	7.17%	↓
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	50.00%	N	40.71%	↓
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	50.00%	N	25.95%	↓



## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate

89.94%

90.55%

N/A

N/A

N/A



School Age (k-12) Rate

94.05%

96.23%

None Returned

N/A

N/A



## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%

0.00%

&lt;=3.00

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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%

&lt;=3.00

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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 Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate

100.00

99.79%

N/A

N/A

N/A



School Age (k-12) Rate

100.00%

98.85%

N/A

N/A

N/A



### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%

100.00%

N/A

N/A

N/A

■■

#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%

84.34%

N/A

N/A

N/A

■■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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



## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↓

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	N/A	N/A	N/A	—
Grade 08	95.00%	95.28%	71.43%	N	23.57%	↑
Grade HS	95.00%	93.00%	77.78%	N	17.22%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	N/A	N/A	N/A	—
Grade 08	95.00%	95.75%	71.43%	N	23.57%	↑
Grade HS	95.00%	93.85%	81.48%	N	13.52%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	N/A	N/A	N/A	—
Grade 08	4.46%	4.46%	0.00%	N	4.46%	—
Grade HS	3.56%	3.56%	4.76%	Y	N/A	—

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	N/A	N/A	N/A	—
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	N/A	N/A	N/A	—
Grade 08	42.75%	38.65%	0.00%	Y	N/A	↑
Grade HS	37.35%	33.97%	9.24%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	N/A	N/A	N/A	—
Grade 08	40.12%	32.67%	0.00%	Y	N/A	↑
Grade HS	28.24%	21.68%	1.85%	Y	N/A	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.



## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	0.00%	N	57.32%	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	0.00%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

--

Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

--

Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↔

## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	==
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School Age (k-12) Rate	100.00%	98.85%	N/A	N/A	N/A	↓
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### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	==
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	85.71%	N	14.29%	↓
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

0.00%

N

13.06%



B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

100.00%

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.

59.89%

56.54%

100.00%

Y

N/A



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	0.00%	N	88.00%	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↑



## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	N/A	N/A	N/A	---
Grade 08	95.00%	95.28%	N/A	N/A	N/A	---
Grade HS	95.00%	93.00%	N/A	N/A	N/A	---

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	N/A	N/A	N/A	---
Grade 08	95.00%	95.75%	N/A	N/A	N/A	---
Grade HS	95.00%	93.85%	N/A	N/A	N/A	---

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	N/A	N/A	N/A	---
Grade 08	4.46%	4.46%	N/A	N/A	N/A	---
Grade HS	3.56%	3.56%	N/A	N/A	N/A	---

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	N/A	N/A	N/A	---
Grade 08	3.54%	3.54%	N/A	N/A	N/A	---
Grade HS	2.58%	2.58%	N/A	N/A	N/A	---

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	■■
Grade 08	15.00%	15.00%	N/A	N/A	N/A	■■
Grade HS	11.21%	11.21%	N/A	N/A	N/A	■■

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	■■
Grade 08	12.04%	12.04%	N/A	N/A	N/A	■■
Grade HS	15.21%	15.21%	N/A	N/A	N/A	■■

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	N/A	N/A	N/A	■■
Grade 08	42.75%	38.65%	N/A	N/A	N/A	■■
Grade HS	37.35%	33.97%	N/A	N/A	N/A	■■

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	N/A	N/A	N/A	■■
Grade 08	40.12%	32.67%	N/A	N/A	N/A	■■
Grade HS	28.24%	21.68%	N/A	N/A	N/A	■■

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
-----------	--------------	------------	----------	-------------------	----------------------------	------------------------------

Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

N/A

N/A

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N/A

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	0.00%	N	57.32%	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	0.00%	Y	N/A	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	100.00%	N	99.00%	↑
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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

--

Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

--

Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes  
Summary 1: Social Emotional

89.16%

87.32%

N/A

N/A

N/A

■■

Indicator 07-A: Preschool Outcomes  
Summary 2: Social Emotional

66.32%

62.57%

N/A

N/A

N/A

■■

Indicator 07-B: Preschool Outcomes  
Summary 1: Knowledge and Skills

89.98%

87.98%

N/A

N/A

N/A

■■

Indicator 07-B: Preschool Outcomes  
Summary 2: Knowledge and Skills

57.17%

47.93%

N/A

N/A

N/A

■■

Indicator 07-C: Preschool Outcomes  
Summary 1: Appropriate Behaviors

90.71%

88.85%

N/A

N/A

N/A

■■

Indicator 07-C: Preschool Outcomes  
Summary 2: Appropriate Behaviors

75.95%

70.08%

N/A

N/A

N/A

■■

## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	N/A	N/A	N/A	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that 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 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that 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 Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	100.00%	98.85%	N/A	N/A	N/A	↓
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### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	80.00%	N	15.00%	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	80.00%	N	15.00%	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	11.11%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	12.50%	N	1.73%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	0.00%	N	30.57%	↑
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	20.93%	Y	N/A	↑
Grade 08	42.75%	38.65%	35.71%	Y	N/A	↑
Grade HS	37.35%	33.97%	18.38%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	17.73%	Y	N/A	↑
Grade 08	40.12%	32.67%	21.43%	Y	N/A	↑
Grade HS	28.24%	21.68%	7.69%	Y	N/A	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	45.00%	N	12.32%	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	5.00%	Y	N/A	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--



## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↔

## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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 Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↓

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	90.91%	N	4.09%	↑
Grade HS	95.00%	93.00%	97.62%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	90.91%	N	4.09%	↑
Grade HS	95.00%	93.85%	97.62%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	5.56%	N	1.12%	↑
Grade 08	4.46%	4.46%	16.67%	Y	N/A	↑
Grade HS	3.56%	3.56%	5.41%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	16.67%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	2.70%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	0.00%	N	30.57%	↑
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	26.68%	Y	N/A	↑
Grade 08	42.75%	38.65%	16.22%	Y	N/A	↑
Grade HS	37.35%	33.97%	27.93%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	18.86%	Y	N/A	↑
Grade 08	40.12%	32.67%	26.85%	Y	N/A	↑
Grade HS	28.24%	21.68%	20.50%	Y	N/A	↑



## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	42.99%	N	14.33%	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	13.38%	N	1.72%	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	1.59%	Y	N/A	↑
Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools						

## LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	1.05%	N	17.72%	↑
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	0.00%	Y	N/A	↔
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	0.00%	Y	N/A	↑

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes  
Summary 1: Social Emotional

89.16%

87.32%

62.50%

N

26.66%



Indicator 07-A: Preschool Outcomes  
Summary 2: Social Emotional

66.32%

62.57%

83.87%

Y

N/A



Indicator 07-B: Preschool Outcomes  
Summary 1: Knowledge and Skills

89.98%

87.98%

66.67%

N

23.31%



Indicator 07-B: Preschool Outcomes  
Summary 2: Knowledge and Skills

57.17%

47.93%

58.06%

Y

N/A



Indicator 07-C: Preschool Outcomes  
Summary 1: Appropriate Behaviors

90.71%

88.85%

66.67%

N

24.04%



Indicator 07-C: Preschool Outcomes  
Summary 2: Appropriate Behaviors

75.95%

70.08%

80.65%

Y

N/A



## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate

89.94%

90.55%

N/A

N/A

N/A



School Age (k-12) Rate

94.05%

96.23%

None Returned

N/A

N/A



## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%

0.00%

&lt;=3.00

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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%

&lt;=3.00

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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 Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	100.00%	Y	N/A	↔
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School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔
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### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	↓
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	—
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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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## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	88.88%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	11.11%	N	1.11%	↑

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	95.45%	Y	N/A	↑
Grade 08	95.00%	95.28%	96.97%	Y	N/A	↑
Grade HS	95.00%	93.00%	92.31%	N	2.69%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	95.45%	Y	N/A	↑
Grade 08	95.00%	95.75%	93.94%	N	1.06%	↑
Grade HS	95.00%	93.85%	92.31%	N	2.69%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	5.88%	N	0.80%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	0.00%	N	30.57%	↑
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	7.50%	Y	N/A	↑
Grade 08	42.75%	38.65%	16.67%	Y	N/A	↑
Grade HS	37.35%	33.97%	10.29%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	17.61%	Y	N/A	↑
Grade 08	40.12%	32.67%	10.99%	Y	N/A	↑
Grade HS	28.24%	21.68%	6.18%	Y	N/A	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	39.65%	N	17.67%	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	10.79%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	7.87%	N	6.87%	↓
Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools						

## LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	97.47%	Y	N/A	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↓
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	==
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School Age (k-12) Rate	100.00%	98.85%	93.33%	N	6.67%	↓
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### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	==
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	==
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

3.70%

N

9.36%



B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

51.85%

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.

59.89%

56.54%

51.85%

N

8.04%



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate

100%

100%

N/A

N/A

N/A

■■

School Age (k-12) Rate

100%

100%

100%

Y

N/A

↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	N/A	N/A	N/A	↓
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	N/A	N/A	N/A	↓

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	90.00%	N	5.00%	↑
Grade HS	95.00%	93.00%	90.91%	N	4.09%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	90.00%	N	5.00%	↑
Grade HS	95.00%	93.85%	90.91%	N	4.09%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	14.29%	Y	N/A	↑
Grade 08	4.46%	4.46%	11.11%	Y	N/A	↑
Grade HS	3.56%	3.56%	11.11%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	14.29%	Y	N/A	↑
Grade 08	3.54%	3.54%	11.11%	Y	N/A	↑
Grade HS	2.58%	2.58%	11.11%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	37.44%	N	2.20%	↑
Grade 08	42.75%	38.65%	41.27%	Y	N/A	↑
Grade HS	37.35%	33.97%	27.63%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	29.78%	Y	N/A	↑
Grade 08	40.12%	32.67%	15.87%	Y	N/A	↑
Grade HS	28.24%	21.68%	5.11%	Y	N/A	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	47.00%	N	10.32%	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	0.00%	Y	N/A	↔
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

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Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

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Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	None Returned	N/A	N/A	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>3.00	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%	<=3.00	Y	N/A	↓
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	—
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	—
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	100.00%	Y	N/A	↑
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	100%	100%	<100%	N	N/A	↓
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## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	93.33%	N	1.67%	↑
Grade HS	95.00%	93.00%	96.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	80.00%	N	15.00%	↑
Grade HS	95.00%	93.85%	96.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	21.43%	Y	N/A	↑
Grade 08	3.54%	3.54%	8.33%	Y	N/A	↑
Grade HS	2.58%	2.58%	4.35%	Y	N/A	↑



## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	32.38%	Y	N/A	↑
Grade 08	42.75%	38.65%	55.15%	N	12.40%	↑
Grade HS	37.35%	33.97%	37.84%	N	0.49%	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	31.40%	Y	N/A	↑
Grade 08	40.12%	32.67%	33.77%	Y	N/A	↑
Grade HS	28.24%	21.68%	19.63%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	46.06%	N	11.26%	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	12.36%	N	0.70%	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	92.86%	N	1.19%	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↓
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↓
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	89.74%	Y	N/A	↓
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	7.69%	Y	N/A	↑

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	98.25%	Y	N/A	↑
Grade 08	95.00%	95.28%	88.37%	N	6.63%	↑
Grade HS	95.00%	93.00%	97.33%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	98.25%	Y	N/A	↑
Grade 08	95.00%	95.75%	90.70%	N	4.30%	↑
Grade HS	95.00%	93.85%	98.67%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	7.55%	Y	N/A	↑
Grade 08	4.46%	4.46%	8.11%	Y	N/A	↑
Grade HS	3.56%	3.56%	4.35%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	26.42%	Y	N/A	↑
Grade 08	3.54%	3.54%	5.26%	Y	N/A	↑
Grade HS	2.58%	2.58%	1.43%	N	1.15%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	0.00%	N	30.57%	↑
Grade 08	15.00%	15.00%	100.00%	Y	N/A	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	100.00%	Y	N/A	↑
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	37.30%	N	2.06%	↑
Grade 08	42.75%	38.65%	42.63%	Y	N/A	↑
Grade HS	37.35%	33.97%	44.41%	N	7.06%	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	26.34%	Y	N/A	↑
Grade 08	40.12%	32.67%	51.82%	N	11.70%	↑
Grade HS	28.24%	21.68%	40.31%	N	12.07%	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

0.13%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	59.68%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	8.55%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	4.36%	N	3.36%	↑
Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools						

## LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

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Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

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Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	93.42%	N	0.63%	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↓
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	—
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School Age (k-12) Rate	100.00%	98.85%	98.98%	N	1.02%	↑
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### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	—
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	—
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

10.26%

N

2.80%



B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

56.41%

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.

59.89%

56.54%

58.97%

N

0.92%



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	88.05%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	11.94%	N	1.94%	↑

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	97.94%	Y	N/A	↑
Grade HS	95.00%	93.00%	98.83%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	98.97%	Y	N/A	↑
Grade HS	95.00%	93.85%	99.42%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	5.56%	N	1.12%	↑
Grade 08	4.46%	4.46%	10.59%	Y	N/A	↑
Grade HS	3.56%	3.56%	9.80%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	16.67%	Y	N/A	↑
Grade 08	3.54%	3.54%	10.47%	Y	N/A	↑
Grade HS	2.58%	2.58%	8.44%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	0.00%	N	30.57%	↑
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	18.75%	Y	N/A	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	12.50%	N	2.71%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	41.16%	N	5.92%	↑
Grade 08	42.75%	38.65%	45.20%	N	2.45%	↑
Grade HS	37.35%	33.97%	41.37%	N	4.02%	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	41.96%	N	8.13%	↑
Grade 08	40.12%	32.67%	41.25%	N	1.13%	↑
Grade HS	28.24%	21.68%	26.71%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.



## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	61.95%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	11.87%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	2.18%	N	1.18%	↓
Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools						

## LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	7.10%	N	11.67%	↑
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	0.65%	Y	N/A	↑
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	0.00%	Y	N/A	↑

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	95.24%	Y	N/A	↓
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	50.00%	N	16.32%	↓
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	95.45%	Y	N/A	↓
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	31.28%	N	25.89%	↓
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	95.00%	Y	N/A	↓
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	50.00%	N	25.95%	↓
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	100.00%	Y	N/A	↑
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School Age (k-12) Rate	94.05%	96.23%	88.10%	N	5.95%	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	100.00%	Y	N/A	↔
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School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔
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### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	↓
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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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## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↓



## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	87.50%	N	7.50%	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	87.50%	N	7.50%	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	4.76%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	100.00%	Y	N/A	↑
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	50.62%	N	15.38%	↑
Grade 08	42.75%	38.65%	45.71%	N	2.96%	↑
Grade HS	37.35%	33.97%	28.06%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	65.43%	N	31.60%	↑
Grade 08	40.12%	32.67%	34.29%	Y	N/A	↑
Grade HS	28.24%	21.68%	23.47%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	63.08%	Y	N/A	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	5.37%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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)**

<b>Indicator</b>	<b>State Target</b>	<b>State Rate</b>	<b>LEA Rate</b>	<b>Target Met by LEA</b>	<b>LEA Difference from Target</b>	<b>Year to Year LEA Rate Change</b>
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↔

## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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%	<=3.00	Y	N/A	↓
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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 Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate

100%

100%

N/A

N/A

N/A

■■

School Age (k-12) Rate

100%

100%

100%

Y

N/A

↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	57.14%	N	30.86%	↓
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	42.85%	N	32.85%	↑

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	7.14%	Y	N/A	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	2.94%	N	0.62%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	5.88%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	0.00%	N	30.57%	↑
Grade 08	15.00%	15.00%	50.00%	Y	N/A	↑
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	50.00%	Y	N/A	↑
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	24.39%	Y	N/A	↑
Grade 08	42.75%	38.65%	33.06%	Y	N/A	↑
Grade HS	37.35%	33.97%	28.70%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	34.23%	N	0.40%	↑
Grade 08	40.12%	32.67%	25.62%	Y	N/A	↑
Grade HS	28.24%	21.68%	11.84%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	83.75%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	6.60%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--



## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	96.91%	Y	N/A	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	9.09%	Y	N/A	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	11.11%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	18.18%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	11.11%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	100.00%	Y	N/A	↑
Grade HS	11.21%	11.21%	50.00%	Y	N/A	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	100.00%	Y	N/A	↑
Grade HS	15.21%	15.21%	50.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	21.17%	Y	N/A	↑
Grade 08	42.75%	38.65%	45.76%	N	3.01%	↑
Grade HS	37.35%	33.97%	32.37%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	17.34%	Y	N/A	↑
Grade 08	40.12%	32.67%	40.68%	N	0.56%	↑
Grade HS	28.24%	21.68%	2.80%	Y	N/A	↑



## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	73.86%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	3.41%	Y	N/A	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	11.11%	N	7.66%	↓
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	22.22%	N	0.51%	↓
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	0.00%	Y	N/A	↑

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes  
Summary 1: Social Emotional

89.16%

87.32%

100.00%

Y

N/A



Indicator 07-A: Preschool Outcomes  
Summary 2: Social Emotional

66.32%

62.57%

60.00%

N

6.32%



Indicator 07-B: Preschool Outcomes  
Summary 1: Knowledge and Skills

89.98%

87.98%

100.00%

Y

N/A



Indicator 07-B: Preschool Outcomes  
Summary 2: Knowledge and Skills

57.17%

47.93%

20.00%

N

37.17%



Indicator 07-C: Preschool Outcomes  
Summary 1: Appropriate Behaviors

90.71%

88.85%

100.00%

Y

N/A



Indicator 07-C: Preschool Outcomes  
Summary 2: Appropriate Behaviors

75.95%

70.08%

80.00%

Y

N/A



## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	100.00%	Y	N/A	↔
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School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↔
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	100.00%	Y	N/A	↔
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School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔
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### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	---
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	---
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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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## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↔
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	90.91%	N	4.09%	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	26.32%	Y	N/A	↑
Grade 08	42.75%	38.65%	26.92%	Y	N/A	↑
Grade HS	37.35%	33.97%	29.25%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	28.07%	Y	N/A	↑
Grade 08	40.12%	32.67%	18.87%	Y	N/A	↑
Grade HS	28.24%	21.68%	12.26%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	67.92%	Y	N/A	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	0.00%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>3.00	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 Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	100.00%	Y	N/A	↑
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	87.96%	N	0.04%	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	10.18%	N	0.18%	↑

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	97.70%	Y	N/A	↑
Grade 08	95.00%	95.28%	97.58%	Y	N/A	↑
Grade HS	95.00%	93.00%	94.95%	N	0.05%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	98.28%	Y	N/A	↑
Grade 08	95.00%	95.75%	97.58%	Y	N/A	↑
Grade HS	95.00%	93.85%	95.31%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	11.25%	Y	N/A	↑
Grade 08	4.46%	4.46%	3.95%	N	0.51%	↑
Grade HS	3.56%	3.56%	4.00%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	17.39%	Y	N/A	↑
Grade 08	3.54%	3.54%	2.63%	N	0.91%	↑
Grade HS	2.58%	2.58%	2.79%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	60.00%	Y	N/A	↑
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	50.00%	Y	N/A	↑
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	25.88%	Y	N/A	↑
Grade 08	42.75%	38.65%	42.45%	Y	N/A	↑
Grade HS	37.35%	33.97%	36.80%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	24.77%	Y	N/A	↑
Grade 08	40.12%	32.67%	31.25%	Y	N/A	↑
Grade HS	28.24%	21.68%	22.05%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.

57.32%

58.83%

64.61%

Y

N/A



Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.

12.08%

11.66%

21.84%

N

10.18%



Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings

1.99%

1.92%

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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

19.51%

N

-0.74%



Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

2.44%

Y

N/A



Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

2.44%

N

1.36%



## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes  
Summary 1: Social Emotional

89.16%

87.32%

94.44%

Y

N/A



Indicator 07-A: Preschool Outcomes  
Summary 2: Social Emotional

66.32%

62.57%

57.89%

N

8.43%



Indicator 07-B: Preschool Outcomes  
Summary 1: Knowledge and Skills

89.98%

87.98%

94.44%

Y

N/A



Indicator 07-B: Preschool Outcomes  
Summary 2: Knowledge and Skills

57.17%

47.93%

36.84%

N

20.33%



Indicator 07-C: Preschool Outcomes  
Summary 1: Appropriate Behaviors

90.71%

88.85%

93.75%

Y

N/A



Indicator 07-C: Preschool Outcomes  
Summary 2: Appropriate Behaviors

75.95%

70.08%

78.95%

Y

N/A



## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	60.00%	N	29.94%	
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School Age (k-12) Rate	94.05%	96.23%	96.43%	Y	N/A	
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	85.71%	N	14.29%	↓
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School Age (k-12) Rate	100.00%	98.85%	96.80%	N	3.20%	↓
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### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	==
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	==
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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%	N	N/A	↓

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↓

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	97.87%	Y	N/A	↑
Grade 08	95.00%	95.28%	96.23%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	97.87%	Y	N/A	↑
Grade 08	95.00%	95.75%	96.23%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	13.64%	Y	N/A	↑
Grade 08	4.46%	4.46%	8.33%	Y	N/A	↑
Grade HS	3.56%	3.56%	5.41%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	31.82%	Y	N/A	↑
Grade 08	3.54%	3.54%	10.42%	Y	N/A	↑
Grade HS	2.58%	2.58%	4.05%	Y	N/A	↑



## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	0.00%	N	30.57%	↑
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	49.79%	N	14.55%	↑
Grade 08	42.75%	38.65%	60.36%	N	17.61%	↑
Grade HS	37.35%	33.97%	54.21%	N	16.86%	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	39.99%	N	6.16%	↑
Grade 08	40.12%	32.67%	52.84%	N	12.72%	↑
Grade HS	28.24%	21.68%	39.10%	N	10.86%	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

0.37%

Y

N/A



Required 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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.

57.32%

58.83%

63.47%

Y

N/A



Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.

12.08%

11.66%

8.16%

Y

N/A



Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings

1.99%

1.92%

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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

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Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

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Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	86.21%	N	7.84%	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	—
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School Age (k-12) Rate	100.00%	98.85%	98.80%	N	1.20%	↓
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### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	—
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	100.00%	Y	N/A	↑
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

16.00%

Y

N/A



B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

72.00%

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.

59.89%

56.54%

72.00%

Y

N/A





Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	87.50%	N	7.50%	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	87.50%	N	7.50%	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	14.29%	Y	N/A	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	20.00%	Y	N/A	↑
Grade 08	3.54%	3.54%	14.29%	Y	N/A	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	5.66%	Y	N/A	↑
Grade 08	42.75%	38.65%	44.73%	N	1.98%	↑
Grade HS	37.35%	33.97%	29.66%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	-1.13%	Y	N/A	↑
Grade 08	40.12%	32.67%	20.14%	Y	N/A	↑
Grade HS	28.24%	21.68%	11.02%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	64.46%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	4.13%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

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Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

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Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	93.75%	N	0.30%	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	100.00%	Y	N/A	↑
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↓

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	91.67%	N	3.33%	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	91.67%	N	3.33%	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	36.36%	Y	N/A	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	36.36%	Y	N/A	↑
Grade 08	3.54%	3.54%	10.00%	Y	N/A	↑
Grade HS	2.58%	2.58%	5.88%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	66.67%	Y	N/A	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	24.05%	Y	N/A	↑
Grade 08	42.75%	38.65%	39.47%	Y	N/A	↑
Grade HS	37.35%	33.97%	45.24%	N	7.89%	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	21.97%	Y	N/A	↑
Grade 08	40.12%	32.67%	21.58%	Y	N/A	↑
Grade HS	28.24%	21.68%	19.51%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.



## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	73.37%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	5.19%	Y	N/A	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	0.64%	Y	N/A	↓
Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools						

## LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	96.88%	Y	N/A	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	100.00%	98.85%	88.00%	N	12.00%	↓
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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.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↓



## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	88.89%	N	6.11%	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	93.33%	N	1.67%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	88.89%	N	6.11%	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	93.33%	N	1.67%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	14.29%	Y	N/A	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	14.29%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	0.00%	N	30.57%	↑
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	26.79%	Y	N/A	↑
Grade 08	42.75%	38.65%	40.63%	Y	N/A	↑
Grade HS	37.35%	33.97%	33.62%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	25.00%	Y	N/A	↑
Grade 08	40.12%	32.67%	40.63%	N	0.51%	↑
Grade HS	28.24%	21.68%	24.58%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	53.27%	N	4.05%	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	4.92%	Y	N/A	↔
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	N/A	N/A	N/A	↓
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	N/A	N/A	N/A	—
Grade 08	95.00%	95.28%	N/A	N/A	N/A	—
Grade HS	95.00%	93.00%	88.89%	N	6.11%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	N/A	N/A	N/A	—
Grade 08	95.00%	95.75%	N/A	N/A	N/A	—
Grade HS	95.00%	93.85%	88.89%	N	6.11%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	N/A	N/A	N/A	—
Grade 08	4.46%	4.46%	N/A	N/A	N/A	—
Grade HS	3.56%	3.56%	0.00%	N	3.56%	—

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	N/A	N/A	N/A	—
Grade 08	3.54%	3.54%	N/A	N/A	N/A	—
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	==
Grade 08	15.00%	15.00%	N/A	N/A	N/A	==
Grade HS	11.21%	11.21%	N/A	N/A	N/A	==

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	==
Grade 08	12.04%	12.04%	N/A	N/A	N/A	==
Grade HS	15.21%	15.21%	N/A	N/A	N/A	==

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	N/A	N/A	N/A	==
Grade 08	42.75%	38.65%	N/A	N/A	N/A	==
Grade HS	37.35%	33.97%	13.73%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	N/A	N/A	N/A	==
Grade 08	40.12%	32.67%	N/A	N/A	N/A	==
Grade HS	28.24%	21.68%	1.92%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

1.35%

Y

N/A



Required 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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	100.00%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	0.00%	Y	N/A	↔
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--



## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↓
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	85.71%	N	2.29%	↓
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	14.28%	N	4.28%	↑

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	14.29%	Y	N/A	↑
Grade 08	4.46%	4.46%	10.00%	Y	N/A	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	28.57%	Y	N/A	↑
Grade 08	3.54%	3.54%	10.00%	Y	N/A	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	0.00%	N	30.57%	↑
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	25.00%	Y	N/A	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	25.71%	Y	N/A	↑
Grade 08	42.75%	38.65%	37.64%	Y	N/A	↑
Grade HS	37.35%	33.97%	45.03%	N	7.68%	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	25.32%	Y	N/A	↑
Grade 08	40.12%	32.67%	31.36%	Y	N/A	↑
Grade HS	28.24%	21.68%	35.10%	N	6.86%	↑



## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	42.57%	N	14.75%	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	7.81%	Y	N/A	↔
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	0.78%	Y	N/A	↓
Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools						

## LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

--

Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

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Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes  
Summary 1: Social Emotional

89.16%

87.32%

N/A

N/A

N/A

■■

Indicator 07-A: Preschool Outcomes  
Summary 2: Social Emotional

66.32%

62.57%

N/A

N/A

N/A

■■

Indicator 07-B: Preschool Outcomes  
Summary 1: Knowledge and Skills

89.98%

87.98%

N/A

N/A

N/A

■■

Indicator 07-B: Preschool Outcomes  
Summary 2: Knowledge and Skills

57.17%

47.93%

N/A

N/A

N/A

■■

Indicator 07-C: Preschool Outcomes  
Summary 1: Appropriate Behaviors

90.71%

88.85%

N/A

N/A

N/A

■■

Indicator 07-C: Preschool Outcomes  
Summary 2: Appropriate Behaviors

75.95%

70.08%

N/A

N/A

N/A

■■

## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	92.98%	N	1.07%	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↓
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↔
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	10.00%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	28.57%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	10.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	34.92%	Y	N/A	↑
Grade 08	42.75%	38.65%	28.33%	Y	N/A	↑
Grade HS	37.35%	33.97%	23.64%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	6.35%	Y	N/A	↑
Grade 08	40.12%	32.67%	50.00%	N	9.88%	↑
Grade HS	28.24%	21.68%	6.82%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	60.78%	Y	N/A	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	1.96%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↔

## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	N/A	N/A	N/A	—
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	N/A	N/A	N/A	██
Grade 08	95.00%	95.28%	N/A	N/A	N/A	██
Grade HS	95.00%	93.00%	N/A	N/A	N/A	██

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	N/A	N/A	N/A	██
Grade 08	95.00%	95.75%	N/A	N/A	N/A	██
Grade HS	95.00%	93.85%	N/A	N/A	N/A	██

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	N/A	N/A	N/A	██
Grade 08	4.46%	4.46%	N/A	N/A	N/A	██
Grade HS	3.56%	3.56%	N/A	N/A	N/A	██

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	N/A	N/A	N/A	██
Grade 08	3.54%	3.54%	N/A	N/A	N/A	██
Grade HS	2.58%	2.58%	N/A	N/A	N/A	██

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	N/A	N/A	N/A	—
Grade 08	42.75%	38.65%	N/A	N/A	N/A	—
Grade HS	37.35%	33.97%	N/A	N/A	N/A	—

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	N/A	N/A	N/A	—
Grade 08	40.12%	32.67%	N/A	N/A	N/A	—
Grade HS	28.24%	21.68%	N/A	N/A	N/A	—

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

N/A

N/A

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N/A

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

**Notes:** (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.

57.32%

58.83%

N/A

N/A

N/A

--

Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.

12.08%

11.66%

N/A

N/A

N/A

--

Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings

1.99%

1.92%

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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	29.75%	Y	N/A	↓
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	15.91%	Y	N/A	↓
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	0.00%	Y	N/A	↑

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes  
Summary 1: Social Emotional

89.16%

87.32%

98.18%

Y

N/A



Indicator 07-A: Preschool Outcomes  
Summary 2: Social Emotional

66.32%

62.57%

71.88%

Y

N/A



Indicator 07-B: Preschool Outcomes  
Summary 1: Knowledge and Skills

89.98%

87.98%

95.29%

Y

N/A



Indicator 07-B: Preschool Outcomes  
Summary 2: Knowledge and Skills

57.17%

47.93%

64.06%

Y

N/A



Indicator 07-C: Preschool Outcomes  
Summary 1: Appropriate Behaviors

90.71%

88.85%

96.62%

Y

N/A



Indicator 07-C: Preschool Outcomes  
Summary 2: Appropriate Behaviors

75.95%

70.08%

78.13%

Y

N/A



## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	96.30%	Y	N/A	↑
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School Age (k-12) Rate	94.05%	96.23%	N/A	N/A	N/A	==
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that 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 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that 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 Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	100.00%	Y	N/A	↔
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School Age (k-12) Rate	100.00%	98.85%	N/A	N/A	N/A	—
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### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	100.00%	Y	N/A	↑
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	—
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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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## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↔
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	93.75%	N	1.25%	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	96.15%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	93.75%	N	1.25%	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	4.76%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	6.67%	N	7.56%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑



## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	75.00%	Y	N/A	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	25.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	32.63%	Y	N/A	↑
Grade 08	42.75%	38.65%	41.58%	Y	N/A	↑
Grade HS	37.35%	33.97%	30.83%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	20.70%	Y	N/A	↑
Grade 08	40.12%	32.67%	43.56%	N	3.44%	↑
Grade HS	28.24%	21.68%	26.26%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	39.28%	N	18.04%	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	10.12%	Y	N/A	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	50.00%	N	44.05%	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↓

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	96.88%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	96.88%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	5.26%	Y	N/A	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	5.26%	Y	N/A	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	48.21%	N	12.97%	↑
Grade 08	42.75%	38.65%	31.62%	Y	N/A	↑
Grade HS	37.35%	33.97%	43.93%	N	6.58%	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	57.14%	N	23.31%	↑
Grade 08	40.12%	32.67%	36.54%	Y	N/A	↑
Grade HS	28.24%	21.68%	30.96%	N	2.72%	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	54.74%	N	2.58%	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	3.88%	Y	N/A	↔
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	99.12%	Y	N/A	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	96.67%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	96.67%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	4.00%	N	2.68%	↑
Grade 08	4.46%	4.46%	5.26%	Y	N/A	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	16.00%	Y	N/A	↑
Grade 08	3.54%	3.54%	5.26%	Y	N/A	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	0.00%	N	30.57%	↑
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	24.21%	Y	N/A	↑
Grade 08	42.75%	38.65%	40.83%	Y	N/A	↑
Grade HS	37.35%	33.97%	48.31%	N	10.96%	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	18.19%	Y	N/A	↑
Grade 08	40.12%	32.67%	24.42%	Y	N/A	↑
Grade HS	28.24%	21.68%	22.69%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.



## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	55.64%	N	1.68%	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	15.48%	N	3.82%	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↔

## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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%	<=3.00	Y	N/A	↓
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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 Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	100.00%	98.85%	50.00%	N	50.00%	↓
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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.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔



## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	92.59%	N	2.41%	↑
Grade HS	95.00%	93.00%	91.84%	N	3.16%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	92.59%	N	2.41%	↑
Grade HS	95.00%	93.85%	91.84%	N	3.16%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	3.85%	N	2.83%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	2.50%	N	1.06%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	3.85%	N	10.38%	↑
Grade 08	3.54%	3.54%	4.17%	Y	N/A	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	0.00%	N	30.57%	↑
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	37.31%	N	2.07%	↑
Grade 08	42.75%	38.65%	37.90%	Y	N/A	↑
Grade HS	37.35%	33.97%	29.29%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	33.85%	N	0.02%	↑
Grade 08	40.12%	32.67%	29.07%	Y	N/A	↑
Grade HS	28.24%	21.68%	18.85%	Y	N/A	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.

57.32%

58.83%

71.26%

Y

N/A



Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.

12.08%

11.66%

4.51%

Y

N/A



Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings

1.99%

1.92%

1.40%

Y

N/A



Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools

## LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	95.18%	Y	N/A	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↓
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	80.00%	N	8.00%	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	20.00%	N	10.00%	↑

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	21.74%	Y	N/A	↑
Grade 08	42.75%	38.65%	36.17%	Y	N/A	↑
Grade HS	37.35%	33.97%	20.39%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	26.09%	Y	N/A	↑
Grade 08	40.12%	32.67%	19.15%	Y	N/A	↑
Grade HS	28.24%	21.68%	6.80%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.

57.32%

58.83%

59.70%

Y

N/A



Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.

12.08%

11.66%

10.45%

Y

N/A



Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings

1.99%

1.92%

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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--



## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↔

## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	—
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School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↑
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### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	—
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	—
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	91.66%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	8.33%	Y	N/A	↑

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	75.00%	N	20.00%	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	75.00%	N	20.00%	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	33.33%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	46.15%	N	10.91%	↑
Grade 08	42.75%	38.65%	33.90%	Y	N/A	↑
Grade HS	37.35%	33.97%	43.40%	N	6.05%	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	24.36%	Y	N/A	↑
Grade 08	40.12%	32.67%	38.98%	Y	N/A	↑
Grade HS	28.24%	21.68%	28.30%	N	0.06%	↑



## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	78.94%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	3.95%	Y	N/A	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	1.31%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

--

Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

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Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↔

## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## CHILD FIND: TIMELY EVALUATION

## Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

## TRANSITION

## Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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## Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	100.00%	Y	N/A	↑
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	75.00%	N	13.00%	↓
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↓

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	85.71%	N	9.29%	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	12.50%	Y	N/A	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	37.50%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	9.09%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	0.00%	N	30.57%	↑
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	26.17%	Y	N/A	↑
Grade 08	42.75%	38.65%	50.57%	N	7.82%	↑
Grade HS	37.35%	33.97%	24.46%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	15.83%	Y	N/A	↑
Grade 08	40.12%	32.67%	18.60%	Y	N/A	↑
Grade HS	28.24%	21.68%	8.18%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	76.14%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	10.09%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	88.11%	N	5.94%	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>3.00	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 Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## CHILD FIND: TIMELY EVALUATION

## Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	100.00%	98.85%	83.33%	N	16.67%	↓
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## TRANSITION

## Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	— —
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## Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	66.67%	N	33.33%	↓
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

0.00%

N

13.06%



B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

75.00%

Y

N/A



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↔
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	75.00%	N	20.00%	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	75.00%	N	20.00%	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	17.65%	Y	N/A	↑
Grade 08	42.75%	38.65%	16.13%	Y	N/A	↑
Grade HS	37.35%	33.97%	10.81%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	5.88%	Y	N/A	↑
Grade 08	40.12%	32.67%	6.45%	Y	N/A	↑
Grade HS	28.24%	21.68%	2.70%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	69.23%	Y	N/A	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	2.56%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↔

## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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%	<=3.00	Y	N/A	↓
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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 Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## CHILD FIND: TIMELY EVALUATION

## Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

## TRANSITION

## Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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## Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

25.00%

Y

N/A



B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

75.00%

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.

59.89%

56.54%

75.00%

Y

N/A



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	92.85%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↓

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	97.44%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	97.44%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	16.67%	Y	N/A	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	5.71%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	33.33%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	5.71%	Y	N/A	↑



## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	50.00%	Y	N/A	↑
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	50.00%	Y	N/A	↑
Grade HS	15.21%	15.21%	33.33%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	25.91%	Y	N/A	↑
Grade 08	42.75%	38.65%	54.95%	N	12.20%	↑
Grade HS	37.35%	33.97%	45.02%	N	7.67%	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	28.05%	Y	N/A	↑
Grade 08	40.12%	32.67%	50.55%	N	10.43%	↑
Grade HS	28.24%	21.68%	28.28%	N	0.04%	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	66.34%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	10.58%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	95.00%	Y	N/A	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■■



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	0.00%	N	30.57%	↑
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	100.00%	Y	N/A	↑
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	9.52%	Y	N/A	↑
Grade 08	42.75%	38.65%	27.27%	Y	N/A	↑
Grade HS	37.35%	33.97%	29.63%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	9.52%	Y	N/A	↑
Grade 08	40.12%	32.67%	31.82%	Y	N/A	↑
Grade HS	28.24%	21.68%	14.81%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	40.62%	N	16.70%	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	9.38%	Y	N/A	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	1.56%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↔

## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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 Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	0.00%	N	30.57%	↑
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	23.08%	Y	N/A	↑
Grade 08	42.75%	38.65%	30.77%	Y	N/A	↑
Grade HS	37.35%	33.97%	42.35%	N	5.00%	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	36.54%	N	2.71%	↑
Grade 08	40.12%	32.67%	23.08%	Y	N/A	↑
Grade HS	28.24%	21.68%	22.35%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.



## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	59.09%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	4.55%	Y	N/A	↔
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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)**

<b>Indicator</b>	<b>State Target</b>	<b>State Rate</b>	<b>LEA Rate</b>	<b>Target Met by LEA</b>	<b>LEA Difference from Target</b>	<b>Year to Year LEA Rate Change</b>
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	90.00%	N	4.05%	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↓
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	90.90%	Y	N/A	↓
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	9.09%	Y	N/A	↑



## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	95.45%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	95.45%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	13.33%	Y	N/A	↑
Grade 08	4.46%	4.46%	12.50%	Y	N/A	↑
Grade HS	3.56%	3.56%	10.00%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	26.67%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	5.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	29.85%	Y	N/A	↑
Grade 08	42.75%	38.65%	31.38%	Y	N/A	↑
Grade HS	37.35%	33.97%	27.37%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	24.47%	Y	N/A	↑
Grade 08	40.12%	32.67%	33.67%	Y	N/A	↑
Grade HS	28.24%	21.68%	11.75%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	51.51%	N	5.81%	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	7.27%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

--

Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

--

Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	89.74%	N	4.31%	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	57.14%	N	42.86%	↓
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

27.27%

Y

N/A



B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

54.55%

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.

59.89%

56.54%

63.64%

Y

N/A



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	N/A	N/A	N/A	↓
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	97.06%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	97.83%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	97.06%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	97.78%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	12.50%	Y	N/A	↑
Grade 08	4.46%	4.46%	11.76%	Y	N/A	↑
Grade HS	3.56%	3.56%	19.51%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	12.50%	N	1.73%	↑
Grade 08	3.54%	3.54%	2.94%	N	0.60%	↑
Grade HS	2.58%	2.58%	7.50%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	100.00%	Y	N/A	↑
Grade 08	15.00%	15.00%	100.00%	Y	N/A	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	27.70%	Y	N/A	↑
Grade 08	42.75%	38.65%	30.75%	Y	N/A	↑
Grade HS	37.35%	33.97%	25.02%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	30.21%	Y	N/A	↑
Grade 08	40.12%	32.67%	34.20%	Y	N/A	↑
Grade HS	28.24%	21.68%	24.39%	Y	N/A	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

-0.13%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	61.40%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	8.77%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	1.46%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--



## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	97.10%	Y	N/A	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↓
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	84.37%	N	3.63%	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	15.62%	N	5.62%	↑

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	91.75%	N	3.25%	↑
Grade 08	95.00%	95.28%	90.83%	N	4.17%	↑
Grade HS	95.00%	93.00%	70.53%	N	24.47%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	92.78%	N	2.22%	↑
Grade 08	95.00%	95.75%	90.83%	N	4.17%	↑
Grade HS	95.00%	93.85%	70.53%	N	24.47%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	15.48%	Y	N/A	↑
Grade 08	4.46%	4.46%	8.70%	Y	N/A	↑
Grade HS	3.56%	3.56%	9.35%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	30.59%	Y	N/A	↑
Grade 08	3.54%	3.54%	7.61%	Y	N/A	↑
Grade HS	2.58%	2.58%	4.32%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	60.00%	Y	N/A	↑
Grade 08	15.00%	15.00%	28.57%	Y	N/A	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	60.00%	Y	N/A	↑
Grade 08	12.04%	12.04%	42.86%	Y	N/A	↑
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	36.66%	N	1.42%	↑
Grade 08	42.75%	38.65%	45.35%	N	2.60%	↑
Grade HS	37.35%	33.97%	40.41%	N	3.06%	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	28.48%	Y	N/A	↑
Grade 08	40.12%	32.67%	42.53%	N	2.41%	↑
Grade HS	28.24%	21.68%	35.10%	N	6.86%	↑



## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	56.20%	N	1.12%	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	4.39%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	1.71%	Y	N/A	↓
Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools						

## LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	94.44%	Y	N/A	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↓
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	75.00%	N	13.00%	↓
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	25.00%	N	15.00%	↑

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	4.55%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	36.07%	N	0.83%	↑
Grade 08	42.75%	38.65%	30.00%	Y	N/A	↑
Grade HS	37.35%	33.97%	33.33%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	32.79%	Y	N/A	↑
Grade 08	40.12%	32.67%	18.57%	Y	N/A	↑
Grade HS	28.24%	21.68%	5.62%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	54.41%	N	2.91%	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	8.82%	Y	N/A	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

--

Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

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Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	92.30%	N	1.75%	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↓
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

0.00%

N

13.06%



B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

62.50%

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.

59.89%

56.54%

62.50%

Y

N/A



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	88.88%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	11.11%	N	1.11%	↑

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	95.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	87.50%	N	7.50%	↑
Grade HS	95.00%	93.00%	96.97%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	95.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	81.25%	N	13.75%	↑
Grade HS	95.00%	93.85%	96.97%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	15.79%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	29.11%	Y	N/A	↑
Grade 08	42.75%	38.65%	38.27%	Y	N/A	↑
Grade HS	37.35%	33.97%	32.76%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	31.05%	Y	N/A	↑
Grade 08	40.12%	32.67%	30.00%	Y	N/A	↑
Grade HS	28.24%	21.68%	22.73%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	54.02%	N	3.30%	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	9.20%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	92.85%	N	1.20%	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↓
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	—
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	—
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	100.00%	Y	N/A	↑
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	80.00%	N	8.00%	↓
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	20.00%	N	10.00%	↑

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	94.74%	N	0.26%	↑
Grade HS	95.00%	93.00%	92.86%	N	2.14%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	94.74%	N	0.26%	↑
Grade HS	95.00%	93.85%	92.86%	N	2.14%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	21.05%	Y	N/A	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	5.26%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	26.32%	Y	N/A	↑
Grade 08	3.54%	3.54%	6.25%	Y	N/A	↑
Grade HS	2.58%	2.58%	7.89%	Y	N/A	↑



## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	---
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	---
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	25.93%	Y	N/A	↑
Grade 08	42.75%	38.65%	38.78%	Y	N/A	↑
Grade HS	37.35%	33.97%	33.17%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	30.06%	Y	N/A	↑
Grade 08	40.12%	32.67%	29.12%	Y	N/A	↑
Grade HS	28.24%	21.68%	21.10%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	62.69%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	5.00%	Y	N/A	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	1.15%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

--

Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

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Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	94.66%	Y	N/A	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>3.00	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 Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	88.23%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	11.76%	N	1.76%	↑

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	98.33%	Y	N/A	↑
Grade 08	95.00%	95.28%	94.02%	N	0.98%	↑
Grade HS	95.00%	93.00%	90.41%	N	4.59%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	98.33%	Y	N/A	↑
Grade 08	95.00%	95.75%	95.08%	Y	N/A	↑
Grade HS	95.00%	93.85%	90.96%	N	4.04%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	8.75%	Y	N/A	↑
Grade 08	4.46%	4.46%	3.11%	N	1.35%	↑
Grade HS	3.56%	3.56%	5.26%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	21.25%	Y	N/A	↑
Grade 08	3.54%	3.54%	3.09%	N	0.45%	↑
Grade HS	2.58%	2.58%	3.27%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	29.41%	N	1.16%	↑
Grade 08	15.00%	15.00%	16.67%	Y	N/A	↑
Grade HS	11.21%	11.21%	3.85%	N	7.36%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	11.76%	Y	N/A	↑
Grade 08	12.04%	12.04%	8.33%	N	3.71%	↑
Grade HS	15.21%	15.21%	11.54%	N	3.67%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	25.80%	Y	N/A	↑
Grade 08	42.75%	38.65%	35.74%	Y	N/A	↑
Grade HS	37.35%	33.97%	30.80%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	25.32%	Y	N/A	↑
Grade 08	40.12%	32.67%	33.32%	Y	N/A	↑
Grade HS	28.24%	21.68%	21.51%	Y	N/A	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

0.02%

Y

N/A



Required 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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	69.81%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	10.12%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	3.99%	N	2.99%	↑
Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools						

## LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes  
Summary 1: Social Emotional

89.16%

87.32%

N/A

N/A

N/A

■■

Indicator 07-A: Preschool Outcomes  
Summary 2: Social Emotional

66.32%

62.57%

N/A

N/A

N/A

■■

Indicator 07-B: Preschool Outcomes  
Summary 1: Knowledge and Skills

89.98%

87.98%

N/A

N/A

N/A

■■

Indicator 07-B: Preschool Outcomes  
Summary 2: Knowledge and Skills

57.17%

47.93%

N/A

N/A

N/A

■■

Indicator 07-C: Preschool Outcomes  
Summary 1: Appropriate Behaviors

90.71%

88.85%

N/A

N/A

N/A

■■

Indicator 07-C: Preschool Outcomes  
Summary 2: Appropriate Behaviors

75.95%

70.08%

N/A

N/A

N/A

■■



## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	95.83%	Y	N/A	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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%	<=3.00	Y	N/A	↓
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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 Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	88.23%	Y	N/A	↓
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	11.76%	N	1.76%	↑

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	96.30%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	96.30%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	4.17%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	4.17%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	16.00%	Y	N/A	↑
Grade 08	42.75%	38.65%	29.41%	Y	N/A	↑
Grade HS	37.35%	33.97%	29.17%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	26.92%	Y	N/A	↑
Grade 08	40.12%	32.67%	25.88%	Y	N/A	↑
Grade HS	28.24%	21.68%	6.70%	Y	N/A	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.



## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	57.48%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	6.59%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	1.79%	Y	N/A	↓
Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools						

## LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

--

Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

--

Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>3.00	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 Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	N/A	N/A	N/A	—
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	N/A	N/A	N/A	—



## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	N/A	N/A	N/A	---
Grade 08	95.00%	95.28%	N/A	N/A	N/A	---
Grade HS	95.00%	93.00%	N/A	N/A	N/A	---

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	N/A	N/A	N/A	---
Grade 08	95.00%	95.75%	N/A	N/A	N/A	---
Grade HS	95.00%	93.85%	N/A	N/A	N/A	---

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	N/A	N/A	N/A	---
Grade 08	4.46%	4.46%	N/A	N/A	N/A	---
Grade HS	3.56%	3.56%	N/A	N/A	N/A	---

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	N/A	N/A	N/A	---
Grade 08	3.54%	3.54%	N/A	N/A	N/A	---
Grade HS	2.58%	2.58%	N/A	N/A	N/A	---

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	■■
Grade 08	15.00%	15.00%	N/A	N/A	N/A	■■
Grade HS	11.21%	11.21%	N/A	N/A	N/A	■■

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	■■
Grade 08	12.04%	12.04%	N/A	N/A	N/A	■■
Grade HS	15.21%	15.21%	N/A	N/A	N/A	■■

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	N/A	N/A	N/A	■■
Grade 08	42.75%	38.65%	N/A	N/A	N/A	■■
Grade HS	37.35%	33.97%	N/A	N/A	N/A	■■

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	N/A	N/A	N/A	■■
Grade 08	40.12%	32.67%	N/A	N/A	N/A	■■
Grade HS	28.24%	21.68%	N/A	N/A	N/A	■■

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

N/A

N/A

N/A

—

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N/A

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

**Notes:** (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	N/A	N/A	N/A	==
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	N/A	N/A	N/A	==
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	16.64%	N	2.13%	↓
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	6.95%	Y	N/A	↑
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	1.93%	N	0.85%	↑

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes  
Summary 1: Social Emotional

89.16%

87.32%

74.61%

N

14.55%



Indicator 07-A: Preschool Outcomes  
Summary 2: Social Emotional

66.32%

62.57%

54.70%

N

11.62%



Indicator 07-B: Preschool Outcomes  
Summary 1: Knowledge and Skills

89.98%

87.98%

84.18%

N

5.80%



Indicator 07-B: Preschool Outcomes  
Summary 2: Knowledge and Skills

57.17%

47.93%

33.21%

N

23.96%



Indicator 07-C: Preschool Outcomes  
Summary 1: Appropriate Behaviors

90.71%

88.85%

73.75%

N

16.96%



Indicator 07-C: Preschool Outcomes  
Summary 2: Appropriate Behaviors

75.95%

70.08%

70.06%

N

5.89%




## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	87.93%	Y	N/A	
School Age (k-12) Rate	94.05%	96.23%	N/A	N/A	N/A	■ ■

## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that 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 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that 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 Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate

100.00

99.79%

99.87%

N

0.13%



School Age (k-12) Rate

100.00%

98.85%

N/A

N/A

N/A

— —

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%

100.00%

100.00%

Y

N/A



Indicator 13: Secondary Transition  
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%

84.34%

N/A

N/A

N/A

— —



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	—

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	N/A	N/A	N/A	↓
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	N/A	N/A	N/A	—
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	85.71%	N	9.29%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	N/A	N/A	N/A	—
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	85.71%	N	9.29%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	N/A	N/A	N/A	—
Grade 08	4.46%	4.46%	16.67%	Y	N/A	—
Grade HS	3.56%	3.56%	16.67%	Y	N/A	—

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	N/A	N/A	N/A	—
Grade 08	3.54%	3.54%	16.67%	Y	N/A	↑
Grade HS	2.58%	2.58%	16.67%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	N/A	N/A	N/A	—
Grade 08	42.75%	38.65%	69.92%	N	27.17%	↑
Grade HS	37.35%	33.97%	67.46%	N	30.11%	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	N/A	N/A	N/A	—
Grade 08	40.12%	32.67%	67.62%	N	27.50%	↑
Grade HS	28.24%	21.68%	62.92%	N	34.68%	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	73.07%	Y	N/A	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	0.00%	Y	N/A	↔
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--



## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes  
Summary 1: Social Emotional

89.16%

87.32%

N/A

N/A

N/A

■■

Indicator 07-A: Preschool Outcomes  
Summary 2: Social Emotional

66.32%

62.57%

N/A

N/A

N/A

■■

Indicator 07-B: Preschool Outcomes  
Summary 1: Knowledge and Skills

89.98%

87.98%

N/A

N/A

N/A

■■

Indicator 07-B: Preschool Outcomes  
Summary 2: Knowledge and Skills

57.17%

47.93%

N/A

N/A

N/A

■■

Indicator 07-C: Preschool Outcomes  
Summary 1: Appropriate Behaviors

90.71%

88.85%

N/A

N/A

N/A

■■

Indicator 07-C: Preschool Outcomes  
Summary 2: Appropriate Behaviors

75.95%

70.08%

N/A

N/A

N/A

■■

## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	None Returned	N/A	N/A	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>3.00	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%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	57.14%	N	30.86%	↓
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	42.85%	N	32.85%	↑

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	91.67%	N	3.33%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	95.83%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	4.35%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	0.00%	N	30.57%	↑
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	39.71%	N	4.47%	↑
Grade 08	42.75%	38.65%	34.83%	Y	N/A	↑
Grade HS	37.35%	33.97%	33.33%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	38.24%	N	4.41%	↑
Grade 08	40.12%	32.67%	26.97%	Y	N/A	↑
Grade HS	28.24%	21.68%	16.44%	Y	N/A	↑



## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	58.62%	Y	N/A	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	10.92%	Y	N/A	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	85.71%	N	8.34%	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	100.00%	Y	N/A	↑
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	N/A	N/A	N/A	↓
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	N/A	N/A	N/A	↓

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	97.44%	Y	N/A	↑
Grade 08	95.00%	95.28%	95.74%	Y	N/A	↑
Grade HS	95.00%	93.00%	94.05%	N	0.95%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	97.44%	Y	N/A	↑
Grade 08	95.00%	95.75%	95.74%	Y	N/A	↑
Grade HS	95.00%	93.85%	94.05%	N	0.95%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	2.63%	N	4.05%	↑
Grade 08	4.46%	4.46%	4.55%	Y	N/A	↑
Grade HS	3.56%	3.56%	5.71%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	7.89%	N	6.34%	↑
Grade 08	3.54%	3.54%	9.09%	Y	N/A	↑
Grade HS	2.58%	2.58%	10.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	44.44%	Y	N/A	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	22.22%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	39.11%	N	3.87%	↑
Grade 08	42.75%	38.65%	42.32%	Y	N/A	↑
Grade HS	37.35%	33.97%	30.08%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	37.52%	N	3.69%	↑
Grade 08	40.12%	32.67%	40.91%	N	0.79%	↑
Grade HS	28.24%	21.68%	20.32%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

0.49%

Y

N/A



Required 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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	67.63%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	9.63%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

--

Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

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Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	88.88%	N	5.17%	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↓
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
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School Age (k-12) Rate	100.00%	98.85%	98.07%	N	1.93%	↓
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### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

0.00%

N

13.06%



B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

0.00%

N

49.21%



C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

59.89%

56.54%

0.00%

N

59.89%



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	N/A	N/A	N/A	↓
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	87.50%	N	7.50%	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	50.00%	Y	N/A	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	9.68%	Y	N/A	↑
Grade 08	42.75%	38.65%	45.45%	N	2.70%	↑
Grade HS	37.35%	33.97%	26.56%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	22.58%	Y	N/A	↑
Grade 08	40.12%	32.67%	14.29%	Y	N/A	↑
Grade HS	28.24%	21.68%	7.94%	Y	N/A	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	59.13%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	4.30%	Y	N/A	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	1.07%	Y	N/A	↓
Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools						



## LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	95.12%	Y	N/A	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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%	<=3.00	Y	N/A	↓
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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 Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↔
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↓

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	16.67%	Y	N/A	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	16.67%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑



## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	==
Grade 08	15.00%	15.00%	N/A	N/A	N/A	==
Grade HS	11.21%	11.21%	N/A	N/A	N/A	==

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	==
Grade 08	12.04%	12.04%	N/A	N/A	N/A	==
Grade HS	15.21%	15.21%	N/A	N/A	N/A	==

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	21.79%	Y	N/A	↑
Grade 08	42.75%	38.65%	33.33%	Y	N/A	↑
Grade HS	37.35%	33.97%	31.82%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	37.18%	N	3.35%	↑
Grade 08	40.12%	32.67%	31.67%	Y	N/A	↑
Grade HS	28.24%	21.68%	19.09%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	69.82%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	5.17%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	—
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	—
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	—

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↔
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	8.33%	Y	N/A	↑
Grade 08	4.46%	4.46%	12.50%	Y	N/A	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	8.33%	N	5.90%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	7.14%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	0.00%	N	30.57%	↑
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	25.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	18.94%	Y	N/A	↑
Grade 08	42.75%	38.65%	18.27%	Y	N/A	↑
Grade HS	37.35%	33.97%	32.37%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	25.43%	Y	N/A	↑
Grade 08	40.12%	32.67%	21.15%	Y	N/A	↑
Grade HS	28.24%	21.68%	6.73%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	56.41%	N	0.91%	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	7.05%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	3.20%	N	2.20%	↓
Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools						

## LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes  
Summary 1: Social Emotional

89.16%

87.32%

N/A

N/A

N/A

■■

Indicator 07-A: Preschool Outcomes  
Summary 2: Social Emotional

66.32%

62.57%

N/A

N/A

N/A

■■

Indicator 07-B: Preschool Outcomes  
Summary 1: Knowledge and Skills

89.98%

87.98%

N/A

N/A

N/A

■■

Indicator 07-B: Preschool Outcomes  
Summary 2: Knowledge and Skills

57.17%

47.93%

N/A

N/A

N/A

■■

Indicator 07-C: Preschool Outcomes  
Summary 1: Appropriate Behaviors

90.71%

88.85%

N/A

N/A

N/A

■■

Indicator 07-C: Preschool Outcomes  
Summary 2: Appropriate Behaviors

75.95%

70.08%

N/A

N/A

N/A

■■



## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	93.93%	N	0.12%	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	>3.00	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 Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

16.67%

Y

N/A



B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

33.33%

N

15.88%



C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

59.89%

56.54%

33.33%

N

26.56%



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↔
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↓

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	44.23%	N	8.99%	↑
Grade 08	42.75%	38.65%	43.84%	N	1.09%	↑
Grade HS	37.35%	33.97%	40.65%	N	3.30%	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	44.23%	N	10.40%	↑
Grade 08	40.12%	32.67%	47.30%	N	7.18%	↑
Grade HS	28.24%	21.68%	16.26%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.



## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	77.77%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	7.07%	Y	N/A	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate

100%

100%

N/A

N/A

N/A

■■

School Age (k-12) Rate

100%

100%

100%

Y

N/A

↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔



## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	94.74%	N	0.26%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	13.33%	Y	N/A	↑
Grade HS	3.56%	3.56%	5.56%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	28.57%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	42.31%	N	7.07%	↑
Grade 08	42.75%	38.65%	20.00%	Y	N/A	↑
Grade HS	37.35%	33.97%	33.08%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	17.58%	Y	N/A	↑
Grade 08	40.12%	32.67%	19.70%	Y	N/A	↑
Grade HS	28.24%	21.68%	20.30%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	79.52%	Y	N/A	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	3.94%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	93.54%	N	0.51%	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↓
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate

100%

100%

N/A

N/A

N/A

■■

School Age (k-12) Rate

100%

100%

100%

Y

N/A

↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	93.75%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	6.25%	Y	N/A	↑

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	93.75%	N	1.25%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	93.75%	N	1.25%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	2.13%	N	4.55%	↑
Grade 08	4.46%	4.46%	3.57%	N	0.89%	↑
Grade HS	3.56%	3.56%	3.03%	N	0.53%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	8.51%	N	5.72%	↑
Grade 08	3.54%	3.54%	7.14%	Y	N/A	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	0.00%	N	30.57%	↑
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	11.11%	N	4.10%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	39.29%	N	4.05%	↑
Grade 08	42.75%	38.65%	49.27%	N	6.52%	↑
Grade HS	37.35%	33.97%	39.45%	N	2.10%	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	46.37%	N	12.54%	↑
Grade 08	40.12%	32.67%	41.52%	N	1.40%	↑
Grade HS	28.24%	21.68%	30.32%	N	2.08%	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

0.54%

Y

N/A



Required 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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	42.95%	N	14.37%	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	19.07%	N	7.41%	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	3.38%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--



## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	87.50%	N	6.55%	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↓
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	N/A	N/A	N/A	—
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	N/A	N/A	N/A	—
Grade 08	95.00%	95.28%	N/A	N/A	N/A	—
Grade HS	95.00%	93.00%	N/A	N/A	N/A	—

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	N/A	N/A	N/A	—
Grade 08	95.00%	95.75%	N/A	N/A	N/A	—
Grade HS	95.00%	93.85%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	N/A	N/A	N/A	—
Grade 08	4.46%	4.46%	N/A	N/A	N/A	—
Grade HS	3.56%	3.56%	N/A	N/A	N/A	—

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	N/A	N/A	N/A	—
Grade 08	3.54%	3.54%	N/A	N/A	N/A	—
Grade HS	2.58%	2.58%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	■■
Grade 08	15.00%	15.00%	N/A	N/A	N/A	■■
Grade HS	11.21%	11.21%	N/A	N/A	N/A	■■

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	■■
Grade 08	12.04%	12.04%	N/A	N/A	N/A	■■
Grade HS	15.21%	15.21%	N/A	N/A	N/A	■■

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	N/A	N/A	N/A	■■
Grade 08	42.75%	38.65%	N/A	N/A	N/A	■■
Grade HS	37.35%	33.97%	N/A	N/A	N/A	■■

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	N/A	N/A	N/A	■■
Grade 08	40.12%	32.67%	N/A	N/A	N/A	■■
Grade HS	28.24%	21.68%	N/A	N/A	N/A	■■



## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

N/A

N/A

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N/A

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

**Notes:** (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	N/A	N/A	N/A	==
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	N/A	N/A	N/A	==
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	11.63%	N	7.14%	↓
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	30.98%	N	9.27%	↑
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	2.29%	N	1.21%	↑

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes  
Summary 1: Social Emotional

89.16%

87.32%

95.56%

Y

N/A



Indicator 07-A: Preschool Outcomes  
Summary 2: Social Emotional

66.32%

62.57%

68.56%

Y

N/A



Indicator 07-B: Preschool Outcomes  
Summary 1: Knowledge and Skills

89.98%

87.98%

96.99%

Y

N/A



Indicator 07-B: Preschool Outcomes  
Summary 2: Knowledge and Skills

57.17%

47.93%

34.69%

N

22.48%



Indicator 07-C: Preschool Outcomes  
Summary 1: Appropriate Behaviors

90.71%

88.85%

95.83%

Y

N/A



Indicator 07-C: Preschool Outcomes  
Summary 2: Appropriate Behaviors

75.95%

70.08%

69.11%

Y

N/A




## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	96.36%	Y	N/A	
School Age (k-12) Rate	94.05%	96.23%	N/A	N/A	N/A	■ ■

## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that 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 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that 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 Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	100.00%	Y	N/A	↔
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School Age (k-12) Rate	100.00%	98.85%	N/A	N/A	N/A	—
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### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	100.00%	Y	N/A	↑
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	—
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA 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	—



## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	N/A	N/A	N/A	↓
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	N/A	N/A	N/A	↓

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	80.00%	N	15.00%	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	50.00%	N	45.00%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	80.00%	N	15.00%	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	50.00%	N	45.00%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	9.68%	Y	N/A	↑
Grade 08	42.75%	38.65%	13.79%	Y	N/A	↑
Grade HS	37.35%	33.97%	27.03%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	16.13%	Y	N/A	↑
Grade 08	40.12%	32.67%	31.03%	Y	N/A	↑
Grade HS	28.24%	21.68%	5.56%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	55.17%	N	2.15%	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	18.97%	N	7.31%	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	6.89%	N	5.89%	↓
Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools						

## LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

--

Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

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Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes  
Summary 1: Social Emotional

89.16%

87.32%

N/A

N/A

N/A

■■

Indicator 07-A: Preschool Outcomes  
Summary 2: Social Emotional

66.32%

62.57%

N/A

N/A

N/A

■■

Indicator 07-B: Preschool Outcomes  
Summary 1: Knowledge and Skills

89.98%

87.98%

N/A

N/A

N/A

■■

Indicator 07-B: Preschool Outcomes  
Summary 2: Knowledge and Skills

57.17%

47.93%

N/A

N/A

N/A

■■

Indicator 07-C: Preschool Outcomes  
Summary 1: Appropriate Behaviors

90.71%

88.85%

N/A

N/A

N/A

■■

Indicator 07-C: Preschool Outcomes  
Summary 2: Appropriate Behaviors

75.95%

70.08%

N/A

N/A

N/A

■■

## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↔

## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were 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 Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	16.67%	Y	N/A	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	42.55%	N	7.31%	↑
Grade 08	42.75%	38.65%	24.71%	Y	N/A	↑
Grade HS	37.35%	33.97%	48.75%	N	11.40%	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	47.92%	N	14.09%	↑
Grade 08	40.12%	32.67%	32.76%	Y	N/A	↑
Grade HS	28.24%	21.68%	28.75%	N	0.51%	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	76.23%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	7.92%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

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Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

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Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	97.43%	Y	N/A	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↓
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	100.00%	Y	N/A	↑
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	75.00%	N	13.00%	↓
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↔

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	9.09%	Y	N/A	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	7.69%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	18.18%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑



## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	45.63%	N	10.39%	↑
Grade 08	42.75%	38.65%	45.00%	N	2.25%	↑
Grade HS	37.35%	33.97%	42.31%	N	4.96%	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	59.18%	N	25.35%	↑
Grade 08	40.12%	32.67%	45.00%	N	4.88%	↑
Grade HS	28.24%	21.68%	28.07%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	56.25%	N	1.07%	↓
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	13.28%	N	1.62%	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	100.00%	Y	N/A	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↔
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↓

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	96.15%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	96.15%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	4.35%	N	0.11%	↑
Grade HS	3.56%	3.56%	5.26%	Y	N/A	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	34.78%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	5.26%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	0.00%	N	30.57%	↑
Grade 08	15.00%	15.00%	0.00%	N	15.00%	↑
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	0.00%	N	11.50%	↑
Grade 08	12.04%	12.04%	0.00%	N	12.04%	↑
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	47.98%	N	12.74%	↑
Grade 08	42.75%	38.65%	41.11%	Y	N/A	↑
Grade HS	37.35%	33.97%	45.09%	N	7.74%	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	32.85%	Y	N/A	↑
Grade 08	40.12%	32.67%	36.90%	Y	N/A	↑
Grade HS	28.24%	21.68%	22.24%	Y	N/A	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	36.84%	N	20.48%	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	13.45%	N	1.79%	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	89.15%	N	4.90%	↑
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↓
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	100.00%	Y	N/A	↑
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■ ■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■ ■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	N/A	N/A	N/A	↓
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↓

## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.00%	100.00%	Y	N/A	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	100.00%	Y	N/A	↑
Grade HS	95.00%	93.85%	100.00%	Y	N/A	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	25.00%	Y	N/A	↑
Grade 08	4.46%	4.46%	0.00%	N	4.46%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	0.00%	N	14.23%	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	N/A	N/A	N/A	—

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	N/A	N/A	N/A	—

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	-1.19%	Y	N/A	↑
Grade 08	42.75%	38.65%	22.58%	Y	N/A	↑
Grade HS	37.35%	33.97%	23.21%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	19.05%	Y	N/A	↑
Grade 08	40.12%	32.67%	25.81%	Y	N/A	↑
Grade HS	28.24%	21.68%	5.36%	Y	N/A	↑

## DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.



## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	78.78%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	1.52%	Y	N/A	↑
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

21.44%

18.77%

N/A

N/A

N/A

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Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.

19.73%

21.71%

N/A

N/A

N/A

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Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..

1.08%

1.08%

N/A

N/A

N/A

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## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	96.55%	Y	N/A	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	—
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	—
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	100.00%	Y	N/A	↑
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

N/A

N/A

N/A

■■

B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

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.

59.89%

56.54%

N/A

N/A

N/A

■■

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate

100%

100%

N/A

N/A

N/A

■■

School Age (k-12) Rate

100%

100%

100%

Y

N/A

↔

## GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data. The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
<b>Indicator 01: Graduation:</b> Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.  (Data is from the 2019/2020 School Year)	88.00%	90.86%	100.00%	Y	N/A	↑
<b>Indicator 02: Dropout:</b> Percent of youth with IEPs dropping out of high school.  (Data is from the 2019/2020 School Year)	10.00%	7.28%	0.00%	Y	N/A	↓



## STATEWIDE ASSESSMENT PARTICIPATION RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-A: Assessment - Participation rate for children with IEPs: Literacy

Grade 04	95.00%	97.85%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.28%	95.83%	Y	N/A	↑
Grade HS	95.00%	93.00%	92.86%	N	2.14%	↑

## Indicator 03-A: Assessment - Participation rate for children with IEPs: Math

Grade 04	95.00%	98.04%	100.00%	Y	N/A	↑
Grade 08	95.00%	95.75%	95.83%	Y	N/A	↑
Grade HS	95.00%	93.85%	92.86%	N	2.14%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy

Grade 04	6.68%	6.68%	0.00%	N	6.68%	↑
Grade 08	4.46%	4.46%	4.35%	N	0.11%	↑
Grade HS	3.56%	3.56%	0.00%	N	3.56%	↑

## Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math

Grade 04	14.23%	14.23%	30.77%	Y	N/A	↑
Grade 08	3.54%	3.54%	0.00%	N	3.54%	↑
Grade HS	2.58%	2.58%	0.00%	N	2.58%	↑

## STATEWIDE ASSESSMENT PROFICIENCY RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Literacy

Grade 04	30.57%	30.57%	N/A	N/A	N/A	—
Grade 08	15.00%	15.00%	N/A	N/A	N/A	—
Grade HS	11.21%	11.21%	0.00%	N	11.21%	↑

Indicator 03-C: Assessment - Proficiency rate for children with IEPs against alternate academic achievement standards: Math

Grade 04	11.50%	11.50%	N/A	N/A	N/A	—
Grade 08	12.04%	12.04%	N/A	N/A	N/A	—
Grade HS	15.21%	15.21%	0.00%	N	15.21%	↑

## STATEWIDE ASSESSMENT PROFICIENCY GAP RATES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 03-D: Assessment -Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Literacy

Grade 04	35.24%	29.56%	21.28%	Y	N/A	↑
Grade 08	42.75%	38.65%	26.24%	Y	N/A	↑
Grade HS	37.35%	33.97%	20.17%	Y	N/A	↑

Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: Math

Grade 04	33.83%	28.84%	1.15%	Y	N/A	↑
Grade 08	40.12%	32.67%	17.44%	Y	N/A	↑
Grade HS	28.24%	21.68%	16.10%	Y	N/A	↑

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Indicator 04-A: Suspensions & Expulsions > than 10 days  
(Data from 2019/2020 school year)

29.80%

10.53%

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 2019/2020 school year)

0.00%

0.00%

&lt;=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.

## LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 05-A: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	57.32%	58.83%	75.14%	Y	N/A	↑
Indicator 05-B: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular classroom less than 40% of the day.	12.08%	11.66%	11.30%	Y	N/A	↓
Indicator 05-C: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 receiving special education services in other settings	1.99%	1.92%	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	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 06-A: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.44%	18.77%	N/A	N/A	N/A	--
Indicator 06-B: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate education class, separate school or residential facility.	19.73%	21.71%	N/A	N/A	N/A	--
Indicator 06-C: Percent of children with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home..	1.08%	1.08%	N/A	N/A	N/A	--

## EARLY CHILDHOOD OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**Indicator 7: Early Childhood Outcomes**

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	89.16%	87.32%	N/A	N/A	N/A	■■
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	66.32%	62.57%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	89.98%	87.98%	N/A	N/A	N/A	■■
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	57.17%	47.93%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	90.71%	88.85%	N/A	N/A	N/A	■■
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	75.95%	70.08%	N/A	N/A	N/A	■■
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## PARENT INVOLVEMENT OUTCOMES

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	89.94%	90.55%	N/A	N/A	N/A	■ ■
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School Age (k-12) Rate	94.05%	96.23%	98.50%	Y	N/A	↓
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## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

## Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	<=3.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### CHILD FIND: TIMELY EVALUATION

#### Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	100.00	99.79%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100.00%	98.85%	100.00%	Y	N/A	↔

### TRANSITION

#### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	■■
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#### Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

100.00%	84.34%	N/A	N/A	N/A	■■
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Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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## Post-School Outcomes

### Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

13.06%

13.09%

21.05%

Y

N/A



B. Enrolled in higher education or competitively employed within one year of leaving high school.

49.21%

52.99%

57.89%

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.

59.89%

56.54%

57.89%

N

2.00%



Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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### Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	■■
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔